

Art and Design Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Unit 1: Who's Behind the Mask?			Unit 2: Under the Sea		
Unit Summary	Explore the cultural significance of African masks, as well as the works of Pablo Picasso and Kimmy Cantrell. Develop foundational art techniques, including observational drawing, mark-making, and colour theory. Culminate in designing and creating an abstract mask inspired by cultural and artistic influences, using collage, painting, and oil pastel techniques.			Dive into the vibrant and surreal world of marine life, exploring the works of Vincent Scarpace and Redmer Hoekstra. Develop foundational skills in mark-making, colour theory, and painting techniques. Culminate in creating a surreal marine-inspired artwork, combining intricate patterns and accurate colour blending.		
Unit Objectives	<ul style="list-style-type: none"> Understand the cultural and artistic significance of African masks. Develop foundational art techniques: drawing, mark-making, and colour theory. Explore Cubism and abstraction through Picasso's work. Create an abstract mask inspired by Kimmy Cantrell and Chris Ofili. 			<ul style="list-style-type: none"> Research and analyse the works of Vincent Scarpace and Redmer Hoekstra. Develop skills in mark-making, blending, and colour theory. Explore surrealist and abstract art elements. Create a final piece inspired by marine themes, showcasing painting and design techniques. 		
Acquired Knowledge/ Skills	<ul style="list-style-type: none"> Observational drawing Mark-making and texture creation Use of symmetry, repetition, and complementary colours Abstract design techniques Collage and painting methods Oil pastel blending and layering Research and art analysis 			<ul style="list-style-type: none"> Mark-making and tone creation Colour mixing: primary, secondary, tertiary, and shades Accurate proportion measurement Smooth colour transitions and gradients Surrealist and pattern-based design Final piece planning and execution 		
Curriculum Links	<ul style="list-style-type: none"> Greener Curriculum: Use sustainable materials in mask-making. British Values: Respect cultural diversity and artistic traditions. Pride in the Solent: Foster creative identity and community through art. UNCRC: Right to cultural and artistic expression (Article 31). 			<ul style="list-style-type: none"> Greener Curriculum: Highlight ocean conservation through sustainable art materials. British Values: Celebrate individual creativity and innovation. 		

		<ul style="list-style-type: none"> • Pride in the Solent: Connect to local marine life and environmental awareness. • UNCRC: Foster artistic expression and exploration (Article 31).
Assessments	<p>Bookend assessments at the beginning and end of the unit are used to measure progress by assessing students' ability to develop, refine, record, and respond, highlighting their growth in skills, techniques, and understanding.</p>	<p>Bookend assessments at the beginning and end of the unit are used to measure progress by assessing students' ability to develop, refine, record, and respond, highlighting their growth in skills, techniques, and understanding.</p>

Art and Design Curriculum Overview

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Unit 1: Location, Location, Location			Unit 2: A Bug's Life		
Unit Summary	Explore the themes of place and identity through the works of Lizzie Cornelius and Tracy Evans. Develop skills in observational drawing, collage, and printmaking, using compositional techniques such as the Rule of Three and the Golden Ratio. Culminate in a mixed-media final piece integrating texture, colour, and narrative.			Explore the intricate world of insects through the works of Lucy Arnold and Hiroshi Shinno. Develop skills in drawing, symmetry, and sculpting using paper, card, and papier-mâché techniques. Culminate in creating a detailed insect sculpture, showcasing vibrant colours, textures, and organic forms.		
Unit Objectives	<ul style="list-style-type: none"> • Research and analyse Lizzie Cornelius and Tracy Evans's techniques. • Develop observational drawing and timed sketching skills. • Experiment with collage, texture, and relief printing. • Apply compositional principles to create balanced designs. • Produce a mixed-media final piece, reflecting thematic and technical skills. 			<ul style="list-style-type: none"> • Research and analyse the works of Lucy Arnold and Hiroshi Shinno. • Develop accurate drawing skills using symmetry and proportion techniques. • Experiment with ink folding and sculpting methods. • Create a painted insect sculpture, incorporating organic forms and decorative details. 		
Acquired Knowledge/ Skills	<ul style="list-style-type: none"> • Grid and timed observational drawing • Collage layering and texture development • Poly-tile relief printing • Use of Rule of Three and Golden Ratio in composition • Mixed-media planning and execution • Analysis and application of artistic techniques 			<ul style="list-style-type: none"> • Symmetry and proportion drawing techniques • Ink folding for symmetrical designs • Paper and card sculpting methods • Application of papier-mâché techniques • Painting and detail work for texture and colour • Creative evaluation and reflection 		
Curriculum Links	<ul style="list-style-type: none"> • Greener Curriculum: Use recycled materials for collage and printing. • British Values: Celebrate artistic diversity and innovation. • Pride in the Solent: Connect art to local geography and heritage. • UNCRC: Support creative self-expression and exploration (Article 31). 			<ul style="list-style-type: none"> • Greener Curriculum: Use recyclable materials in sculptures. • British Values: Encourage respect for the natural world and innovation. • Pride in the Solent: Highlight connections to local biodiversity. • UNCRC: Support artistic freedom and exploration (Article 31). 		

Assessments

Bookend assessments at the beginning and end of the unit are used to measure progress by assessing students' ability to develop, refine, record, and respond, highlighting their growth in skills, techniques, and understanding.

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Art and Design Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Unit 1: Feathers and Fur			Unit 2: On the Horizon		
Unit Summary	Explore the themes of nature and movement through the works of Abby Diamond and Vince Low. Develop expressive mark-making, ink, watercolour, and oil pastel techniques while experimenting with shape, texture, and composition. Culminate in a detailed mixed-media final piece combining animal and bird motifs with layered elements.			Explore the abstract landscapes of Etel Adnan and the expressive use of colour and texture by Yaz Baxter. Develop skills in one-point perspective, colour mixing, and acrylic painting techniques. Create a final composition inspired by these artists, using earth tones and bold colours to explore depth and balance.		
Unit Objectives	<ul style="list-style-type: none"> • Research and analyse Abby Diamond and Vince Low’s techniques. • Develop expressive mark-making and observational drawing skills. • Experiment with ink, watercolour, and oil pastel methods. • Create a final piece that integrates nature-inspired designs with layered textures and vibrant colour. 			<ul style="list-style-type: none"> • Research and analyse the works of Etel Adnan and Yaz Baxter. • Develop skills in one-point perspective drawing. • Explore abstract forms and earth tones in landscapes. • Create a final acrylic painting with texture and balance, inspired by David Hockney’s colour and perspective techniques. 		
Acquired Knowledge/ Skills	<ul style="list-style-type: none"> • Observational drawing focusing on shape and proportion • Ink techniques: nib, wash, and scribble • Watercolour techniques: wet-on-wet, warm/cool washes • Oil pastel blending and layering • Compositional planning and execution • Mixed-media development and refinement 			<ul style="list-style-type: none"> • One-point perspective techniques • Use of the grid method for proportion and detail • Colour mixing: earth tones, hue, tone, tint, and shade • Collage and texture creation • Acrylic painting techniques for texture and depth • Visual composition using the rule of thirds 		
Curriculum Links	<ul style="list-style-type: none"> • Greener Curriculum: Incorporate sustainable and reusable materials in artmaking. • British Values: Foster creativity and respect for artistic expression. • Pride in the Solent: Highlight connections to local wildlife and natural heritage. • UNCRC: Promote freedom of artistic expression and individuality (Article 31). 			<ul style="list-style-type: none"> • Greener Curriculum: Explore sustainability in materials and eco-conscious practices in art. • British Values: Emphasise creativity and diversity of artistic expression. • Pride in the Solent: Encourage local environmental awareness through abstract landscapes. • UNCRC: Support the right to creative expression (Article 31). 		

Assessments

Bookend assessments at the beginning and end of the unit are used to measure progress by assessing students' ability to develop, refine, record, and respond, highlighting their growth in skills, techniques, and understanding.

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Art and Design (Art, Craft and Design) Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Qualification	GCSE Art and Design (Art, Craft and Design)					
Exam Board	AQA					
Component(s)	Component 1: 60% (Internally set tasks)					
Unit(s)	Unit 1: Still Life			Unit 2: Coastal		
Unit Summary	<p>In this unit, students will explore still life as a subject, focusing on a range of drawing and painting techniques including tonal pencil, coloured pencil, ink, and watercolour. Through in-depth analysis of artists' work, students will create an artist-inspired piece, develop their research skills, and produce a final composition. Emphasis is placed on preparatory work, creative experimentation, and reflective practice to refine artistic techniques and understanding.</p>			<p>In this unit, students will explore coastal themes through various techniques, including tonal and coloured pencil, chalk, collage, and sculpture. By studying artists like Barbara Hepworth, Robin Brookes, Laurie McCall, and Duncan Cameron, students will create artwork inspired by coastal landscapes, using drawing, painting, and sculpture techniques. Emphasis is placed on preparatory research, experimental techniques, and reflection throughout the creative process.</p>		
Unit Objectives	<ul style="list-style-type: none"> • Transcribe still life images using tonal and coloured pencils. • Research, analyse, and interpret the work of artists. • Create an artist-inspired still life piece using their techniques. • Develop preparatory work and reflect on the artistic process through annotation. • Experiment with mixed media, oil pastels, ink, and watercolour in still life. 			<ul style="list-style-type: none"> • Transcribe coastal images using tonal and coloured pencils. • Analyse and interpret the work of artists related to coastal themes. • Create an artwork inspired by the coastal themes of selected artists. • Complete preparatory work and reflections in the prep sheet. • Experiment with mixed media techniques such as chalk, collage, and printmaking. • Develop and refine ideas for the final piece, using a variety of techniques. 		

<p>Acquired Knowledge/ Skills</p>	<ul style="list-style-type: none"> • Detailed observational drawing and use of tonal techniques. • Colour blending and texture creation with pencils and oil pastels. • Experimentation with mixed media and layering techniques. • In-depth analysis and interpretation of artists' works. • Effective use of preparatory work and research to inform final pieces. • Critical reflection and annotation of artwork development. 	<ul style="list-style-type: none"> • Mastery of tonal pencil, coloured pencil, and chalk techniques for coastal representations. • Ability to create sculptures inspired by coastal themes. • Use of mixed media, including collage, printmaking, and Zentangle techniques. • Critical analysis of artists' work, leading to the creation of artist-inspired pieces. • Development of compositional ideas and refinement of techniques for the final piece. • Effective annotation and reflection on the creative process and work.
<p>Curriculum Links</p>	<ul style="list-style-type: none"> • Greener Curriculum: Explore sustainable materials for mixed media and highlight eco-conscious artist practices. • British Values: Foster creativity and individuality through artistic expression. • Pride in the Solent: Integrate local still life themes, such as coastal and nature-inspired objects. • UNCRC: Support the right to creative expression (Article 31). 	<ul style="list-style-type: none"> • Greener Curriculum: Encourage the use of sustainable materials and eco-conscious techniques in sculpture and collage. • British Values: Celebrate individuality and creative expression through diverse artistic approaches. • Pride in the Solent: Link coastal themes to local heritage and landscapes. • UNCRC: Support the right to creative expression (Article 31).
<p>Assessments</p>	<p>GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.</p>	

Art and Design (Art, Craft and Design) Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Qualification	GCSE Art and Design (Art, Craft and Design)					
Exam Board	AQA					
Component(s)	Component 1: 60% (Internally set tasks)			Component 2: 40% (Externally set tasks)		
Unit(s)	Unit 2: Coastal (continued)		Unit 1: Still Life (continued)		Externally Set Task (10-hour supervised exam + preparatory work)	
Unit Summary	<p>In this unit, students will explore coastal themes through various techniques, including tonal and coloured pencil, chalk, collage, and sculpture. By studying artists like Barbara Hepworth, Robin Brookes, Laurie McCall, and Duncan Cameron, students will create artwork inspired by coastal landscapes, using drawing, painting, and sculpture techniques. Emphasis is placed on preparatory research, experimental techniques, and reflection throughout the creative process.</p>		<p>In this unit, students will explore still life as a subject, focusing on a range of drawing and painting techniques including tonal pencil, coloured pencil, ink, and watercolour. Through in-depth analysis of artists' work, students will create an artist-inspired piece, develop their research skills, and produce a final composition. Emphasis is placed on preparatory work, creative experimentation, and reflective practice to refine artistic techniques and understanding.</p>		<p>The Externally Set Task requires students to respond to a theme provided by AQA. This involves developing a personal, creative response over several weeks, culminating in a 10-hour exam. Students must research, experiment with techniques, and plan their final piece based on the chosen theme.</p>	
Unit Objectives	<ul style="list-style-type: none"> Transcribe coastal images using tonal and coloured pencils. 		<ul style="list-style-type: none"> Transcribe still life images using tonal and coloured pencils. 		<ul style="list-style-type: none"> Respond creatively to the externally set theme. Develop ideas through research and experimentation. Plan and execute a final piece in a 10-hour exam. Demonstrate technical skills and creativity. 	

	<ul style="list-style-type: none"> • Analyse and interpret the work of artists related to coastal themes. • Create an artwork inspired by the coastal themes of selected artists. • Complete preparatory work and reflections in the prep sheet. • Experiment with mixed media techniques such as chalk, collage, and printmaking. • Develop and refine ideas for the final piece, using a variety of techniques. 	<ul style="list-style-type: none"> • Research, analyse, and interpret the work of artists. • Create an artist-inspired still life piece using their techniques. • Develop preparatory work and reflect on the artistic process through annotation. • Experiment with mixed media, oil pastels, ink, and watercolour in still life. 	<ul style="list-style-type: none"> • Reflect critically on the final piece and process.
<p>Acquired Knowledge/ Skills</p>	<ul style="list-style-type: none"> • Mastery of tonal pencil, coloured pencil, and chalk techniques for coastal representations. • Ability to create sculptures inspired by coastal themes. • Use of mixed media, including collage, printmaking, and Zentangle techniques. • Critical analysis of artists' work, leading to the creation of artist-inspired pieces. • Development of compositional ideas and refinement of techniques for the final piece. • Effective annotation and reflection on the creative process and work. 	<ul style="list-style-type: none"> • Detailed observational drawing and use of tonal techniques. • Colour blending and texture creation with pencils and oil pastels. • Experimentation with mixed media and layering techniques. • In-depth analysis and interpretation of artists' works. • Effective use of preparatory work and research to inform final pieces. • Critical reflection and annotation of artwork development. 	<ul style="list-style-type: none"> • Research and idea development • Experimentation with different media • Effective planning and time management • Technical drawing, painting, and sculpture skills • Critical reflection and evaluation of own work

<p>Curriculum Links</p>	<ul style="list-style-type: none"> • Greener Curriculum: Encourage the use of sustainable materials and eco-conscious techniques in sculpture and collage. • British Values: Celebrate individuality and creative expression through diverse artistic approaches. • Pride in the Solent: Link coastal themes to local heritage and landscapes. • UNCRC: Support the right to creative expression (Article 31). 	<ul style="list-style-type: none"> • Greener Curriculum: Explore sustainable materials for mixed media and highlight eco-conscious artist practices. • British Values: Foster creativity and individuality through artistic expression. • Pride in the Solent: Integrate local still life themes, such as coastal and nature-inspired objects. • UNCRC: Support the right to creative expression (Article 31). 	<ul style="list-style-type: none"> • Greener Curriculum: Sustainability in material use and thematic exploration. • Fundamental British Values: Creativity, respect for others' ideas, and individual expression. • Pride in the Solent: Reflecting local landscapes and culture. • UNCRC: Right to express ideas and be heard through artistic expression.
<p>Assessments</p>	<p>GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.</p>		