

SUBJECT CURRICULUM PLAN 2025 - 2026

		Core skills	Aboriginal Art	Hundertwasser	Shading
<p>Year 7 Year 7 students have 3 lessons over a fortnight</p>	Knowledge	<ol style="list-style-type: none"> 1. What is the difference between tonal gradients? 2. What is mark making? 3. What is colour theory? 4. Who is David Hockney? 5. How do I create a piece of work in the style of David Hockney? 6. How do I evaluate my work? 	<ol style="list-style-type: none"> 1. What is the key features of Aboriginal Art? 2. Who are the Aboriginal People? 3. How do they show aspects of their culture through their art? 4. How can we understand the symbols used in Aboriginal art? 5. What are the key colours used in Aboriginal art and what do they mean? 6. How do I use and apply Aboriginal symbols to my design work? 7. How do I evaluate my work? 	<ol style="list-style-type: none"> 1. Who is Hundertwasser? 2. What are the key features of his work? 3. What are 'The Five Skins'? 4. What is our 'Skin four'? 5. How can we illustrate our 'Skin four'? 6. How can I create a piece of work in the style of Hundertwasser? 7. How do I evaluate my work? 	<ol style="list-style-type: none"> 1. What is shading? 2. How can I draw 3D shapes? 3. How can I draw objects from observation? 4. How do I use dry media? 5. What is colour blending? 6. How do I evaluate my work?
	Skills	<ol style="list-style-type: none"> 1. Tonal shading 2. Mark making 3. Mixing tones of one colour with watercolour 4. Colour mixing with watercolour 5. Learn how to work in the style of an artist 6. Develop design work 7. Create a final piece using watercolour 	<ol style="list-style-type: none"> 1. Working from Aboriginal symbols 2. Using a limited pallet 3. Learning how to do dot pictures 4. Applying colour using a cotton bud (alternative implement) 5. Develop design work of a boomerang 6. Create a final piece using poster paint 	<ol style="list-style-type: none"> 1. Research Hundertwasser's work 2. Work in the style of Hundertwasser 3. Use of unlimited colour 4. Develop design work of a stamp 5. Create a final piece, refining painting skills 	<ol style="list-style-type: none"> 1. Develop skills drawing from observation 2. Use tone to create a 3D effect 3. Create a sense of realism in drawings 4. Learn how to use and apply charcoal & chalk 5. Create a final piece using 3D drawing skills
	Concepts	Skills based project	Cultural based project	Artist based project	Skills based project
	Common Misconceptions	That art is just colouring in	People forget art forms come from all cultures	Artists just do one thing	Shading isn't just one tone
	Links to prior learning	Primary students all have had a different range of experiences of art at KS2	Some students may have learnt about artwork from different cultures	Colour use and application	Consolidation of all skills taught during Y7
	Links to future learning	Colour theory is used throughout KS3 & 4	For some this will be an introduction to artwork from other cultures	Build on knowledge of Artists	Build on skills learn during core skills project
	Assessment	Assessment takes place throughout each project and students evaluate their own project work and receive a personalised sketchbook review at the end of each project as well as peer and self-assessing on a regular basis.			

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		African Art	Picasso	Street art
<p>Year 8</p> <p>Y8 students have 3 lessons over a fortnight</p>	Knowledge	<ol style="list-style-type: none"> 1. What is cultural appropriation? 2. How are African patterns created? 3. What is the purpose of African masks in different African cultures? 4. How do I evaluate my work? 	<ol style="list-style-type: none"> 1. Who is Pablo Picasso? 2. How did his style change over his lifetime? 3. How was influenced by events that happened during his lifetime? 4. What art movement did he help to establish? 5. How can I use his style to create my artwork? 6. How do I evaluate my work? 	<ol style="list-style-type: none"> 1. What is 'Street Art'? 2. Who is Banksy? 3. Who is Jon Burgerman? 4. How is street art made? 5. How can I create my own work inspired by street art? 6. How do I evaluate my work?
	Skills	<ol style="list-style-type: none"> 1. Research and find out about Yinka Shonibare 2. Develop skills creating pattern designs 3. Introduction to using and applying mixed media <p>Refine tonal shading skills</p>	<ol style="list-style-type: none"> 1. Research Picasso's life and artwork 2. Work in the style of Picasso 3. Use of oil pastels 4. Develop skills creating design work for a final piece <p>Create a final piece, refining skills</p>	<ol style="list-style-type: none"> 1. Learn about the history of street art and graffiti 2. Research and find out about –Banksy and Jon Burgerman- set out in the form of a GCSE style case study 3. Learn how street art is made <p>Learn how to create a response to street artists work</p>
	Concepts	Cultural/skills based project	Artist based project	Cultural based project
	Common Misconceptions	People forget art forms come from all cultures!	All art needs to be realistic	There is no skill in graffiti
	Links to prior learning	Develop greater understanding of other cultures	How we structure a case study looking at an artist's work in depth	Build on skills to produce GCSE style case studies and responses to artists work
	Links to future learning	Exposure to African masks links to Picasso's collection of African masks. These inspired his development of abstract portraits	Pre learning about placement of facial features	Develop the skills they will need to successfully do the projects in Y9
	Assessment	<p>Assessment takes place throughout each project and students evaluate their own project work and receive a personalised sketchbook review at the end of each project as well as peer and self-assessing on a regular basis.</p> <p>Students learn how to reflect upon, and they develop throughout each project in the form of evaluation and come up with their own targets for the next stage</p>		

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<p>Year 9</p> <p>Y9 have 1 lesson per week, hence they only cover 2 projects over the course of the year in a similar way they would in KS4</p>	Knowledge	<p>People and faces</p> <ol style="list-style-type: none"> Who is Geraldine Georges? How do I draw facial features? How can I put facial features together to form a portrait? Who is Patrick Boyer? How can I create GCSE style case studies? How can I create a response to an artist? 	<p>Illustration</p> <ol style="list-style-type: none"> What is illustration? What is 'Visual Literacy'? What is a composition? Who is Quentin Blake? Who is Axel Scheffler? How do illustrators create their artwork? Who is Dylan Thomas? What is Under Milkwood? How can I create my own illustrations? How do I evaluate my work?
	Skills	<ol style="list-style-type: none"> Research and find out about Geraldine Georges – set out a GCSE style case study Learn how to draw each of the facial features Learn about how to put the skills drawing features together to create a realistic portrait Research and find out about Patrick Boyer– set out a GCSE style case study Create a GCSE style 'response' to an artist 	<ol style="list-style-type: none"> Learn how to use 'visual literacy' Learn how to put together/create a composition Research and find out about – illustrators Quentin Blake and Axel Scheffler - set in a GCSE style case study Learn about Dylan Thomas and Under milkwood Learn how to listen for keywords from a soundtrack and how to illustrate them Learn how to work in the way an illustrator would
	Concepts	Skills based project	Artist based project
	Common Misconceptions	Placement of facial features when drawing portraits	An illustration is the same as a drawing
	Links to prior learning	Build on skills learnt during shading and Picasso projects	Build on skills to produce GCSE style case studies and responses to artists work
	Links to future learning	Throughout Y9 students will start learning how to produce GCSE style case studies and developing the skills they will need to successfully fulfil expectations at GCSE	Develop the skills they will need to successfully fulfil expectations at GCSE
	Assessment	<p>Assessment takes place throughout each project and students evaluate their own project work and receive a personalised sketchbook review at the end of each project as well as peer and self-assessing on a regular basis.</p> <p>Students learn how to reflect upon, and they develop throughout each project in the form of evaluation and come up with their own targets for the next stage</p>	

SUBJECT CURRICULUM PLAN 2025 - 2026



		Mask Project	Identity
Year 10	Knowledge	<ol style="list-style-type: none"> 1. What is GCSE art about? 2. What are the 'assessment objectives'? 3. How many marks are each of the 'assessment objectives' worth? 4. How do I present my work? 5. What materials do I prefer to use? 6. What is my opinion? 7. How do I create a successful outcome? 	<ol style="list-style-type: none"> 1. What is 'Identity'? 2. What are the AOs? 3. How do I document the theme of identity in my artwork? 4. Which artists use the theme of identity? 5. How do I reference my own sense of identity? 6. What materials will I use? 7. What will I do for my final piece?
	Skills	Drawing, painting, 3D skills with a range of media - found materials, clay work – ceramics, glazing, paper mâché skills	Continue to refine and develop drawing, painting, print making skills
	Concepts	Intro to GCSE, techniques and artists	Development of ideas
	Common Misconceptions	Art is an easy option at GCSE	I don't need to take my own photo shoot
	Links to prior learning	Throughout Y9 students have been learning how to produce GCSE style case studies and developing the knowledge and skills they will need to successfully fulfil expectations at GCSE	Learning about what the requirements of each are and how to fulfil them. Knowing how to prepare for a mock
	Links to future learning	Learning about what the requirements of the AOs and how to fulfil them. Learn how to be 'mock exam' ready	Preparing for 'Set Task' final exam
	Assessment	Homework is set once a week, each piece is design to prepare students for develop or extend their classroom learning. Sketchbooks are assessed once a month in the form of a sketchbook review, this also gives them the opportunity to self and peer assess each other's work	Homework is set once a week, each piece is design to prepare students for develop or extend their classroom learning. Sketchbooks are assessed once a month in the form of a sketchbook review, this also gives them the opportunity to self and peer assess each other's work

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		Identity	Set task (exam)
Year 11	Knowledge	<ol style="list-style-type: none"> 1. What is 'Identity'? 2. How do I document the theme of identity in my artwork? 3. Which artists use the theme of identity? 4. How do I reference my own sense of identity? 5. What materials will I use? 6. What will I do for my final piece? 	<ol style="list-style-type: none"> 1. What is the 'Set Task'? 2. How do I fulfil the AOs for my 'Set Task'? 3. What artist's will I look at? 4. How will I respond to their work? 5. What materials will I use? 6. How can I develop my ideas? 7. What will I do for my final piece?
	Skills	Continue to refine and develop drawing, painting, print making skills	Continue to refine and develop drawing, painting, print making skills
	Concepts	Development of ideas to final outcome	Development of ideas to final outcome
	Common Misconceptions	I don't need to take my own photo shoot; I can use images from the internet – photography is a powerful tool to document ideas	The exam (final piece) is worth more marks than the prep work (sketchbook)
	Links to prior learning	The requirements of each AO and how to fulfil them. Will have learnt how to be 'mock exam' ready and produced a final piece in exam conditions	The requirements of each AO and how to fulfil them. Will have learnt how to be 'Final exam' ready and produced a final piece in exam conditions
	Links to future learning	Understanding the AO Requirements of the Set Task -	The 'Set Task' is the last piece of work for Fine Art GCSE
	Assessment	Homework is set once a week, each piece is design to prepare students for develop or extend their classroom learning. Sketchbooks are assessed once a month in the form of a sketchbook review, this also gives them the opportunity to self and peer assess each other's work	Homework is set once a week, each piece is design to prepare students for develop or extend their classroom learning. Sketchbooks are assessed once a month in the form of a sketchbook review, this also gives them the opportunity to self and peer assess each other's work