

**Art and Design programmes of study:
Key Stages 2 and 3
National Curriculum in England**

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.


Attainment targets by the end of each key stage, what pupils are expected to know, how to apply and understand the matters, skills and processes are all specified in the programme of study.

Key Stage 3



Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught:

1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
2. to use a range of techniques and media, including painting
3. to increase their proficiency in handling different materials
4. analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Year	KS3 Art & Design Intent for the Year	Units	Duration	Assessment
Year 7	<p><u>Flora and Fauna - Hidden Beauty</u> To introduce Y7 students to Art skills and knowledge through developing ideas and creating original artwork. To develop confidence through exploration of a wide range of materials and techniques, developing an awareness and love of the subject.</p> <p><u>Aim</u> Students will learn how to create a stencil design PRINT, inspired by the work of Jacques Nimki and designer Rachel Kelly.</p> <p><u>Key Concepts</u> Flora and Fauna, Observational drawing, Beauty Mark-making, Cross-hatching, Tone, Form, Texture, Stencil design, bridging, stippling, layout concepts.</p> <p><u>MFA</u> Formative: Questioning throughout to enquire and reflect on learning skills and techniques. Analysis of Artists work, using resources to check understanding Peer and Self: Reflecting on homework, written work in sketchbooks. Summative: Responding to outcomes in lessons and final outcome. Homework responses. Written evaluation Interim Assessment and levelling. Weekly verbal feedback; written feedback via Teams.</p>	Flora and Fauna - Hidden Beauty	<p>Week A and week B timetabling – Students study Art throughout the academic year on a weekly rotation with dance. This enables students to have 100-minute art lessons which enables their confidence, practice and mastery of skills.</p> <p>Autumn term 6 weeks</p> <p>Spring term 6 weeks</p> <p>Summer term 6 weeks</p> <p>A full project runs for approximately 18 weeks</p>	<p><u>The project aims:</u></p> <p>Recording, research, exploring ideas/themes</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences <p>Experimentation, development and refinement</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>Analyse and evaluate</p> <ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design <p>Artists and Context</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Project sequencing:</p> <p>Recording, research, exploring ideas/themes <u>Develop & Record</u></p> <ul style="list-style-type: none"> Introduction to the project. Studying and responding to artists. Research Observational drawing <p>NC- 1, 4</p> <p>Experimentation, development and refinement <u>Develop, Refine & Record</u></p> <ul style="list-style-type: none"> Exploring a range of techniques. Developing skills and confidence.



	<p>Personal, learning and thinking skills</p> <p>Creative thinkers – encouraging pupils to ask and answer questions about connections between their own and artist's work</p> <p>Reflective workers – exploring and recording ideas</p> <p>Independent enquirers</p> <p>Self-managers – selecting materials and making decisions</p> <p>Reflective Learners – peer assessment and evaluating work</p> <p>Knowledge & skills</p> <p>Thematic enquiry</p> <p>Observational drawing - mark-making</p> <p>Visual Research</p> <p>Contextual studies</p> <p>Development of ideas and work</p> <p>Focusing on an enlarged segment of a Drawing</p> <p>Frottage</p> <p>Creating stencils</p> <p>Creating rubbings of stencils</p> <p>Group wallpaper design</p>			<ul style="list-style-type: none"> Developing ideas <p>NC – 1, 2,3,4</p> <p>Artists and Context/ Analyse and evaluate</p> <p><u>Develop, Record, Refine & Present</u></p> <ul style="list-style-type: none"> Finalising and refining ideas. Development of final idea. Creating final outcome. <p>NC – 1, 2,3,4</p> <p>Assessment in art at KS3</p> <ul style="list-style-type: none"> Distinction - Distinction + Merit – Merit + Developing – Developing + Emerging – Emerging + 
Year	KS3 Art & Design Intent for the Year	Units	Duration	Assessment
Year 8	<p>Year 8 – CLIMATE CHANGE – structure, surface, pattern and form</p> <p>This unit of work will focus on a range of artists who use mixed media and sculptural forms to create their work. Students will analyse ideas and concepts explored in this thematic unit.</p>	<p>CLIMATE CHANGE – structure, surface, pattern and form</p>	<p>Week A and week B timetabling –</p> <p>Students study Art throughout the academic year on a</p>	<p><u>The project aims:</u></p> <p>Recording, research, exploring ideas/themes</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences <p>Experimentation, development and refinement</p>

	<p>Developing a range of ideas students will design a unique composition combining a range of materials and techniques. Techniques and skills developed in this unit are; sculpture, 2D relief forms, shapes, scientific illustrations, symbolism, issue-based artwork, observational drawing, painting skills and collage to create a personal and meaningful 2D relief structure.</p> <p><u>Aim</u> Students create a relief piece using Climate Change to set the theme of their developing ideas. They will focus on texture, embellishment, refinement and surface detail. Develop design drawings using artist influences to explore structures, surfaces, textures through experimentation of a variety of techniques.</p> <p><u>Key Concepts</u> Theme: Climate Change, forms, Nature, patterns, surface and texture. Techniques & Research: sculpture, 2D relief forms, shapes, scientific illustrations, symbolism, issue based artwork, observational drawing, painting skills and collage to create a personal and meaningful 2D relief structure, design, scale, three-dimensional, embellishment. Artists: Cortney Mattison, Ernest Haeckel, Johannes Stoetter, Kito Mbiango, Jason Decaires Taylor</p> <p><u>MFA</u></p>		<p>weekly rotation with dance. This enables students to have 100-minute art lessons which enables their confidence, practice and mastery of skills.</p> <p>Autumn term 6 weeks</p> <p>Spring term 6 weeks</p> <p>Summer term 6 weeks</p> <p>A full project runs for approximately 18 weeks</p>	<ul style="list-style-type: none"> • become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • evaluate and analyse creative works using the language of art, craft and design <p>Artists and Context</p> <ul style="list-style-type: none"> • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Recording, research, exploring ideas/themes <u>Develop & Record</u></p> <ul style="list-style-type: none"> • Introduction to the project. • Studying and responding to artists. • Research • Observational drawing <p>NC- 1, 4</p> <p>Experimentation, development and refinement <u>Develop, Refine & Record</u></p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence. • Developing ideas <p>NC – 1, 2,3,4</p> <p>Artists and Context/ Analyse and evaluate <u>Develop, Refine, Record & Present</u></p> <ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome <p>NC – 1, 2,3,4</p>
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<p>Formative: Questioning throughout to enquire and reflect on learning skills and techniques. Analysis of Artists work, using resources to check understanding</p> <p>Peer and Self: Reflecting on homework, written work in sketchbooks.</p> <p>Summative: Responding to outcomes in lessons and final outcome. Homework responses. Written evaluation Interim Assessment and levelling. Weekly verbal feedback; written feedback via Teams.</p> <p><u>Personal, learning and thinking skills</u></p> <p>Creative thinkers – encouraging pupils to ask and answer questions about connections between their own and artist's work</p> <p>Reflective learners – exploring and recording ideas</p> <p>Independent enquirers – exploring a range of research homework's related to the theme.</p> <p>Self-managers – selecting materials and making decisions. Extending ideas and opportunities to progress.</p> <p>Reflective Learners – peer assessment and evaluating work</p> <p>Team Workers- Discussing ideas and understanding assessment objectives through group activities. <u>Knowledge & skills</u></p> <p>Thematic enquiry</p> <p>Observational drawing - mark-making</p> <p>Visual Research</p> <p>Contextual studies</p> <p>Development of ideas and work</p> <p>Exploring a range of materials and techniques</p> <p>Creating final piece and portfolio studies linked to theme.</p>			<p><u>Assessment in art at KS3</u></p> <ul style="list-style-type: none"> • Distinction - Distinction + • Merit – Merit + • Developing – Developing + • Emerging – Emerging + 
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	2D relief Paper manipulation Wire structures Evaluation Presentation			
Year	KS3 Art & Design Intent for the Year	Units	Duration	Assessment
Year 9	<p><u>Year 9 Arts Project – Identity – Protest and Conflict:</u> Exploring a range of skills and techniques using photomontage & mixed media. Students will develop their observational drawing focusing on proportion, structure and facial features. They will develop and extend their use of tonal variation and through a range of media. Students will focus on a range of artists who use mixed media to create their work. Students will analyse ideas and concepts explored in their work. Development of a range of ideas leading to a personal composition combining a range of materials and techniques; stencils, transfer, portraiture, symbolism, observational drawing, painting skills and collage to create a personal and meaningful response related to the theme.</p> <p><u>Aim</u> Students create a self-portrait inspired by the theme Protest and Conflict. They will experiment and develop a range of skills and techniques. Students will develop their own ideas and use collage and photomontage. Students will study artists whose work deals with issues surrounding the protest, conflict and identity and engage in discussion and</p>	<p>Developing portraits inspired by the Theme – Protest and Conflict Year 9 Arts project</p> <p>The year 9 Arts project is a culmination of all the knowledge and skills that students have developed over KS3, applied to the context of Protest and Conflict. The Arts project celebrates and showcases all of the Art forms and brings them together through an explored theme. Students demonstrate a mature understanding of how Artwork and audience interact by exploring various artforms and creative expression to communicate their theme and message.</p>	<p>Week A and week B timetabling – Students study Art throughout the academic year on a weekly rotation with dance. This enables students to have 100-minute art lessons which enables their confidence, practice and mastery of skills.</p> <p>Autumn term 6 weeks</p> <p>Spring term 6 weeks</p> <p>Summer term 6 weeks</p>	<p><u>The project aims:</u></p> <p>Recording, research, exploring ideas/themes</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences <p>Experimentation, development and refinement</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>Analyse and evaluate</p> <ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design <p>Artists and Context</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Recording, research, exploring ideas/themes <u>Develop & Record</u></p> <ul style="list-style-type: none"> Introduction to the project. Studying and responding to artists. Research Observational drawing <p>NC- 1, 4</p> <p>Experimentation, development and refinement</p>



<p>collaboration work to form their ideas. Students will develop this theme to create collaborative large scale installation Art developed from their individual research and photomontage pieces. This work will set the stage for the Arts performances celebrating all the Art forms. Throughout this unit students will be involved in discussion work developing their knowledge, understanding and contextual research skills.</p> <p><u>Key Concepts</u> Theme: Identity, Portraits, Heritage, Culture, Environment, local environment, Hybrid and crosspollination, Street Art, Stencil Art, Photomontage, conflict, protest. Techniques & Research: Development of a range of ideas leading to a personal composition combining a range of materials and techniques; stencils, transfer, portraiture, symbolism, observational drawing, painting skills and collage, photomontage to create a personal and meaningful response related to the theme. Focusing on Protest and Conflict, place, Global Environmental issues, Self-portraiture, tone, enlargement, design, scale,</p> <p>Artists: Delita Martin, Chris Ofili, Shepard, Hannah Hoch, Charlotte Carons, Maria Rivans</p> <p><u>MFA</u> Formative: Questioning throughout to enquire and reflect on learning skills and techniques. Analysis of Artists work, using resources to check understanding</p>		<p>A full project runs for approximately 18 weeks</p>	<p><u>Develop, Refine & Record</u></p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence. • Developing ideas <p>NC – 1, 2,3,4</p> <p>Artists and Context/ Analyse and evaluate <u>Develop, Refine, Record & Present</u></p> <ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome <p>NC – 1, 2,3,4</p> <p><u>Assessment in art at KS3</u></p> <ul style="list-style-type: none"> • Distinction - Distinction + • Merit – Merit + • Developing – Developing + • Emerging – Emerging +
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<p>Peer and Self: Reflecting on homework, written work in sketchbooks.</p> <p>Summative: Responding to outcomes in lessons and final outcome. Homework responses. Written evaluation Interim Assessment and levelling. Weekly verbal feedback; written feedback via Teams.</p> <p><u>Personal, learning and thinking skills</u></p> <p>Creative thinkers – encouraging pupils to ask and answer questions about connections between their own and artist's work</p> <p>Reflective learners – exploring and recording ideas</p> <p>Independent enquirers – exploring a range of research homework's related to the theme.</p> <p>Self-managers – selecting materials and making decisions. Extending ideas and opportunities to progress.</p> <p>Reflective Learners – peer assessment and evaluating work</p> <p>Team Workers- Discussing ideas and understanding assessment objectives through group activities.</p> <p><u>Knowledge & skills</u></p> <p>Thematic enquiry Observational drawing - mark-making Visual Research Contextual studies 3d Sculpture work Development of collaborative design and discussion work Development of ideas and work</p>			
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	Exploring a range of materials and techniques Creating final piece and portfolio studies linked to theme. Evaluation Presentation			
Year	KS3 Art & Design Intent for the Year	Units	Duration	Assessment
Year 10	<p>Natural forms</p> <p>Aims – practical outcomes and ideas Create one A3 sketchbook on the theme Natural Forms. Create a final piece which connections strongly with theme and links to assessment objectives. Create development/ portfolio work to demonstrate experimentation and development of ideas connected to the theme.</p> <p>Key Concepts Theme: Nature, Landscapes, Place, Journey, Environment, Forms, Structures, Plants, trees, Food, Celebrations, Animals, People, Cells, Magnification, Surfaces etc.</p> <p>Techniques & Research Observational drawing, mark making, collection, research and responding to a range of artists work, Mark making, Relief, 3d design and development, digital photography, Line, pattern, Shape, Tonal Variation, Painting, Printing</p> <p>Artists Andy Goldsworthy, Rogan Brown, Georgia Okeefe, Karl Blossfeldt etc.</p>	Natural Forms – Unit 1 Coursework book 1	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>	<p>Edexcel - ASSESSMENT CRITERIA: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>AO1 & AO3</p> <ul style="list-style-type: none"> • Introduction to the project. • Studying and responding to artists. • Research • Observational drawing <p>AO1, AO2 & AO3</p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence. • Developing ideas <p>AO1, AO2, AO3 & AO4</p>

	<p>Personal, learning and thinking skills</p> <p>Creative thinkers – encouraging pupils to ask and answer questions about connections between their own and artist’s work</p> <p>Reflective learners – exploring and recording ideas</p> <p>Independent enquirers – creating a personalized sub theme linked to main theme</p> <p>Self-managers – selecting materials and making decisions. Managing time and developing and extending work independently.</p> <p>Reflective Learners – peer assessment and evaluating work</p> <p>Team Workers- discussing ideas and understanding assessment objectives through group activities.</p> <p>Independent inquirers- developing ideas and researching personal topics linked to theme.</p> <p>Knowledge & skills</p> <p>Thematic enquiry</p> <p>Observational drawing - mark-making</p> <p>Visual Research</p> <p>Contextual studies</p> <p>Development of ideas and work</p> <p>Exploring a range of materials and techniques</p> <p>Creating final piece and portfolio studies linked to theme.</p> <p>Evaluation</p> <p>Presentation</p> <p>generating and developing ideas informed by primary and contextual sources refining their ideas through experimenting with media, and</p>		<ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome. 
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	<p>developing and applying skills researching, recording, analysing and reviewing their own and others' work Selecting, creating, realising and presenting personally developed outcome(s).</p> <p>** Events – thematic project started in year 10 in the summer term and continued into Yr11 – this project is a past exam theme and students are given a resource booklet to support them with starting points for their theme.</p>			
Year 11	<p>In January Y11 students begin work on a Set Assignment set by Edexcel – they are supplied with a resource booklet to support them with starting points for their theme.</p> <p>**Events – thematic project started in year 10 in the summer term and continued into Yr11 – this project is a past exam theme and students are given a resource booklet to support them with starting points for their theme.</p> <p>Aims – practical outcomes and ideas Create one A3 sketchbook on the theme EVENTS. This is a past set Edexcel set assignment theme. Booklet is supplied to support students starting points. Create a final piece which connections strongly with theme and links to assessment objectives. Create development/ portfolio work to demonstrate experimentation and development of ideas connected to the theme</p> <p>Key Concepts Theme:</p>	<p>Events – Unit 1 Coursework book 2 Unit 2 – Exam – Edexcel Externally set theme</p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>	<p><u>Edexcel - ASSESSMENT CRITERIA:</u> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>AO1 & AO3</u></p> <ul style="list-style-type: none"> • Introduction to the project. • Studying and responding to artists. • Research • Observational drawing <p><u>AO1, AO2 & AO3</u></p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence.

	<p>Events, Man-made, People, Environment, Identity, Natural World, Heritage, Culture, Emotions, Celebration, Tradition, Values, Places, Memories etc</p> <p>Techniques & Research Observational drawing, mark making, collection, research and responding to a range of artists work, Mark making, Relief, 3d design and development, digital photography, Line, pattern, Shape, Tonal Variation, Painting, Printing</p> <p>Artists Delita Martin, Sybil Andrews, Martin Par, Claudio Bravo, Njideka Akunyili Crosby etc.</p> <p>Students are expected to source their own artists linked to their personal sub theme.</p> <p>Personal, learning and thinking skills Creative thinkers – encouraging pupils to ask and answer questions about connections between their own and artists work Reflective learners – exploring and recording ideas Independent enquirers – creating a personalize sub theme linked to main theme Self-managers – selecting materials and making decisions. Managing time and developing and extending work independently. Reflective Learners – peer assessment and evaluating work</p>			<ul style="list-style-type: none"> • Developing ideas <p><u>AO1, AO2, AO3 & AO4</u></p> <ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome. 
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Team Workers- discussing ideas and understanding assessment objectives through group activities.

Independent inquirers- developing ideas and researching personal topics linked to theme.

Knowledge & skills

Thematic enquiry

Observational drawing - mark-making

Visual Research

Contextual studies

Development of ideas and work

Exploring a range of materials and techniques

Creating final piece and portfolio studies linked to theme.

Evaluation

Presentation

generating and developing ideas informed by primary and contextual sources refining their ideas through experimenting with media, and developing and applying skills researching, recording, analysing and reviewing their own and others' work

Selecting, creating, realising and presenting personally developed outcome(s).

Woolberry
Girls



Year	KS3 Art & Design Intent for the Year	Units	Duration	Assessment
Y12	<p><u>Foundation course leading onto Theme: Rhythms & Cycles</u></p> <p><u>Introduction to Personal Project & Extended Essay</u></p>	<p><u>Foundation course leading onto Theme: Rhythms & Cycles</u></p> <p><u>Introduction to Personal Project & Extended Essay</u></p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>	<p>Edexcel - ASSESSMENT CRITERIA:</p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>AO1 & AO3</u></p> <ul style="list-style-type: none"> • Introduction to the project. • Studying and responding to artists. • Research • Observational drawing <p><u>AO1, AO2 & AO3</u></p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence. • Developing ideas <p><u>AO1, AO2, AO3 & AO4</u></p>

				<ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome.
Y13	<p><u>Personal Project & Extended Essay</u></p> <p><u>Set assignment Edexcel thematic project from February</u></p>	<p><u>Personal Project & Extended Essay</u></p> <p><u>Set assignment Edexcel thematic project from February</u></p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>	<p><u>Edexcel - ASSESSMENT CRITERIA:</u></p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>AO1 & AO3</u></p> <ul style="list-style-type: none"> • Introduction to the project. • Studying and responding to artists. • Research • Observational drawing <p><u>AO1, AO2 & AO3</u></p> <ul style="list-style-type: none"> • Exploring a range of techniques. • Developing skills and confidence. • Developing ideas <p><u>AO1, AO2, AO3 & AO4</u></p> <ul style="list-style-type: none"> • Finalising and refining ideas. • Development of final idea. • Creating final outcome.

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School for Girls

