



*"A tree planted by streams of water, which yields its fruit in season" (Psalm 1:3)*  
**Wisdom – Hope – Service – Resilience**

## **Curriculum Intent Statement**

**Department: Art and Design**

### **Intent:**

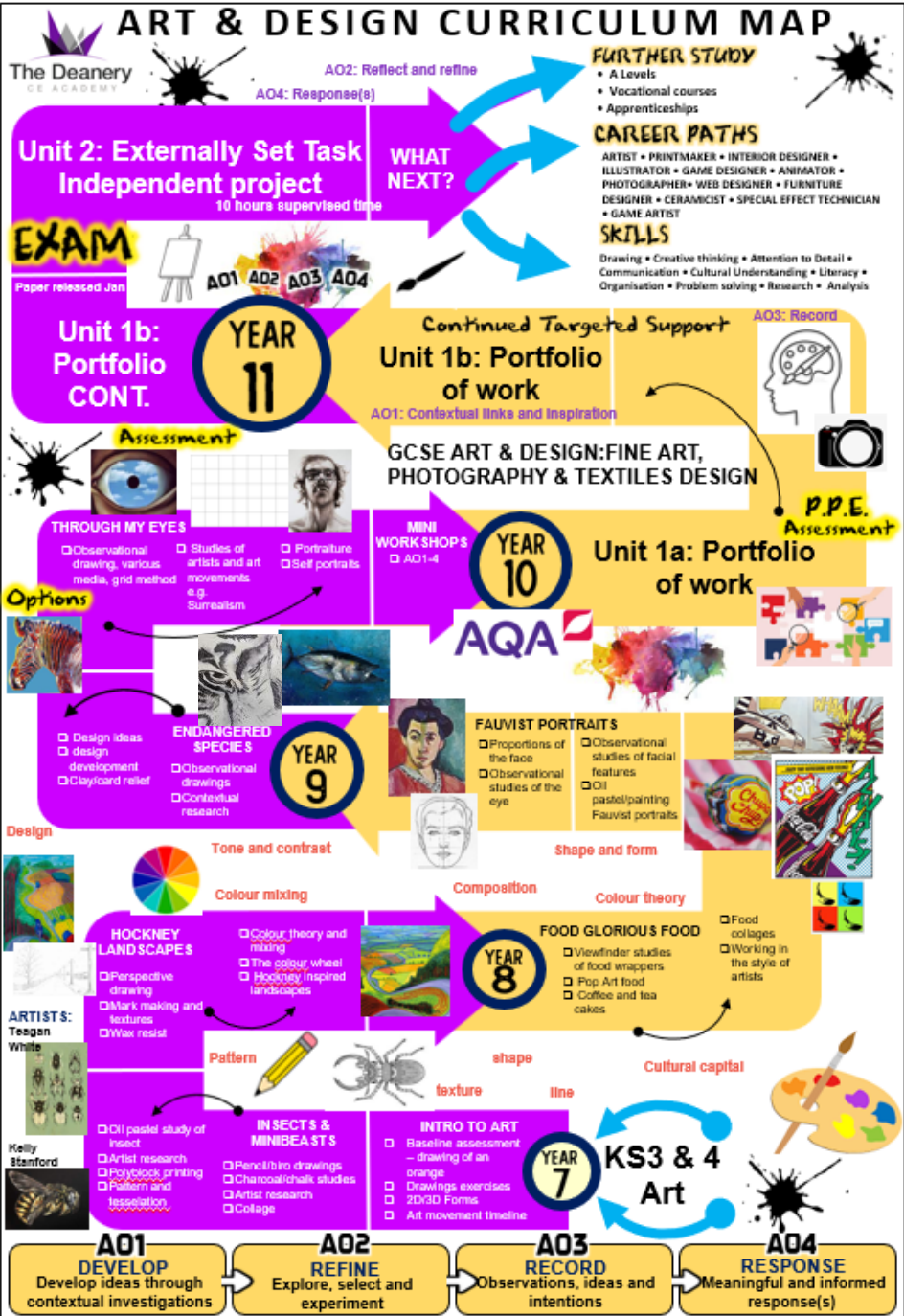
The Creative Arts faculty believes that Art, Design and Photography are essential subjects that help students understand, interpret and give meaning to the world around them. Our aim is to provide opportunities for all students to explore their creativity and become the best artists, designers and photographers they can be. Our curriculum is intentionally shaped by the values of **hope, wisdom, resilience and service**, which guide both what we teach and how we teach it.

**Hope** Students are encouraged to see themselves as creative thinkers with the potential to shape their own futures. Through exposure to diverse artists, cultures and visual traditions, they develop a sense of possibility, ambition and personal expression.

**Wisdom** Our curriculum is rich in knowledge and skills, carefully sequenced so students develop deep understanding of materials, processes and visual language. Students learn to make informed artistic decisions, analyse artwork with insight and apply creative thinking to new contexts.

**Resilience** Creativity requires experimentation, risk-taking and perseverance. Students are supported to embrace challenge, refine their work through iterative practice and respond constructively to critique. They learn that mistakes are part of the creative journey and develop confidence in overcoming obstacles.

**Service** Creative Arts naturally fosters collaboration, shared ideas and community contribution. Students learn to give and receive feedback using a positive, specific and helpful framework, developing empathy and respect for others' perspectives. Through projects that connect to real audiences, local issues or collective themes, students experience how creativity can enrich and serve their community.



## Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Intro to Art	AO3. Observational drawing AO3. 2D shape/3D forms AO1. Contextual sources – Art movements in timeline	Baseline assessment task WWW/EBI/MAC and feedback in class
	<b>Values</b>	<i>Hope</i> through early success; <i>Wisdom</i> through foundational knowledge; <i>Resilience</i> through accuracy and practice.	
2	Insects and minibeasts	AO3. Mark making AO3. Line drawing – pencil, biro, fine liner AO3. Using texture AO1. Contextual sources – Teagan White, Kelly Stanford AO1/2. Using collage AO2. Printmaking – pattern, repetition, symmetry, tessellation AO1. Developing ideas for a final piece AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
3			
4			
	<b>Values</b>	<i>Wisdom</i> through contextual study; <i>Resilience</i> through experimentation; <i>Service</i> through collaborative critique.	
5	Hockney landscapes	AO1. Understanding colour theory AO1. Contextual sources – David Hockney AO2. Painting AO2. Mixed media work AO1/2. Developing ideas/compositional arrangement for a final piece AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
6			
	<b>Values</b>	<i>Hope</i> through expressive landscape work; <i>Wisdom</i> through colour theory; <i>Resilience</i> through multi-stage painting.	

## Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Food glorious food	AO3. Observational drawing – viewfinder sections AO1. Contextual sources – Pop art movement AO1. Understanding and applying knowledge of colour theory AO1/2. Developing ideas/compositional arrangement for a final piece AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
2			
3			
	<b>Values</b>	<i>Hope</i> through bold outcomes; <i>Wisdom</i> through Pop Art context; <i>Resilience</i> through detailed observation.	
4	Fauvist portraits	AO3. Observational drawing – facial features/proportions of the face AO1. Contextual sources – Fauvism art movement/colour theory AO2. Paint/oil pastels AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
5			
6			
	<b>Values</b>	<i>Hope</i> through expressive portraiture; <i>Wisdom</i> through study of Fauvism; <i>Service</i> through peer critique.	

## Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	Endangered species	AO3. Observational drawing – close up and enlargement, mark making, textures AO2. Tonal values, tints and shades -various media AO1. Contextual sources – Andy Warhol (Endangered Species series) AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
2			

<b>3</b>			
	<b>Values</b>	<i>Service</i> through awareness of global issues; <i>Wisdom</i> through contextual research; <i>Resilience</i> through tonal detail.	
<b>4</b>	Through my eyes	AO3. Observational drawing - Tonal pencil grid portraits, ½ image drawings, monoprinting AO1. Contextual sources – Surrealism art movement (Magritte, Kusch, Dali) AO2 – Experimenting with media, colour and composition AO4. Producing a final piece of work	WWW/EBI/MAC and feedback in class  Key tasks in Sketchbook and final piece
<b>5</b>			
<b>6</b>			
	<b>Values</b>	<i>Hope</i> through identity exploration; <i>Wisdom</i> through Surrealist study; <i>Resilience</i> through complex composition; <i>Service</i> through reflective sharing.	

### Year 10: GCSE Specification AQA FINE ART

<b>Term</b>	<b>Unit of Work</b>	<b>Knowledge and Skills</b>	<b>Assessment</b>
<b>1</b>	Portraiture	AO3 – Record. Mind mapping, own photographs and observational drawing in various scale and media AO1 – Contextual sources. Mark Powell, Rankin, PaperMonster, Ant Carver AO2 – Experiment and refine. Pencil/biro/pen/ink/monoprinting/stencilling/lino printing/paint AO4 – own personal and meaningful responses	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks  WWW/EBI/MAC and feedback in class
<b>2</b>			
<b>3</b>			
	<b>Values</b>	<i>Hope</i> through personal voice; <i>Wisdom</i> through contextual study; <i>Resilience</i> through technical challenge.	
<b>4</b>	Identity unit – own theme	AO3 – Record. AO1 – Contextual sources and development of ideas. AO2 – Experiment and refine.	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks

5		AO4 – own personal and meaningful responses. This is an independent project for each student, 1:1 tutorials and advice/support provided by class teacher throughout	WWW/EBI/MAC and feedback in class
6	<b>Values</b>	<i>Hope</i> through self-expression; <i>Wisdom</i> through independent research; <i>Resilience</i> through sustained project work; <i>Service</i> through sharing identity narratives.	

## Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1	Colour unit/Monotype printing workshop	AO1. External artist workshop AO1. Contextual sources. Matisse, Kandinsky, Klee, colour theory and emotions AO3. Record. Own photographs/drawings of objects or scenes	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks
2		AO2. Experiment and refine. Paper/paint/oil pastels AO4. Own personal and meaningful response	WWW/EBI/MAC and feedback in class
	<b>Values</b>	<i>Wisdom</i> through colour theory; <i>Resilience</i> through refinement; <i>Service</i> through collaborative critique.	
3	ESA – externally set assignment	Students respond to one of 7 starting points provided by AQA exam board AO3 – Record. AO1 – Contextual sources and development of ideas. AO2 – Experiment and refine.	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks
4		AO4 – own personal and meaningful responses. This is an independent project for each student, 1:1 tutorials and advice/support provided by class teacher throughout	WWW/EBI/MAC and feedback in class
5			
	<b>Values</b>	<i>Hope</i> through independent direction; <i>Wisdom</i> through research; <i>Resilience</i> through exam preparation.	

6	N/A	N/A	
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### Year 10: GCSE Specification AQA PHOTOGRAPHY

Term	Unit of Work	Knowledge and Skills	Assessment
1	Formal elements of Photography	AO3 – Record. Mind mapping, own photographs and plans for photoshoots AO1 – Contextual sources. Rule of thirds, Leading lines, Balancing elements, Depth of field (Slinkachu/Leuenberger/Samsofy) AO2 – Experiment and refine. AO4 – own ‘best’ photographs showing a good understanding of the formal elements	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks  WWW/EBI/MAC and feedback in class
2			
		<b>Values</b> <i>Wisdom</i> through technical understanding; <i>Resilience</i> through iterative shoots	
3	Capturing motion project	This project is split into two parts – ‘Light painting’ and ‘Movement’  AO3 – Record. Mind mapping, photoshoot plans, own photographs AO1 – Contextual sources and development of ideas. Painting with light, various movement photographers (including Fiona Adams, Philippe Halsman, Aaron Siskind) AO2 – Experiment and refine. AO4 – own personal and meaningful responses.	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks  WWW/EBI/MAC and feedback in class
4		This starts with guided workshops on how to paint with light. Students then research and independently explore their own light painting artists and techniques. 1:1 tutorials and advice/support provided by class teacher throughout. The second project explore how we capture motion through guided workshops. Students will independently research and explore ways to capture motion through a short independent project.	

	<b>Values</b>	<i>Service</i> through community-linked photography; <i>Hope</i> through creative independence; <i>Wisdom</i> through technical mastery; <i>Resilience</i> through refinement	
<b>5</b>	People and Places unit	AO3 – Record. BRISTOL TRIP – STREET ART TOUR AND WATERFRONT AO1 – Contextual sources and development of ideas. Digital manipulation (double exposure/multiple layers/geometric shape photography) Hand manipulation (stitching/weaving/layering) AO2 – Experiment and refine. AO4 – own personal and meaningful responses.	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks  WWW/EBI/MAC and feedback in class
<b>6</b>		This starts with guided workshops on digital and hand manipulation techniques and then becomes an independent project for each student, 1:1 tutorials and advice/support provided by class teacher throughout	
	<b>Values</b>	<i>Service</i> through community-linked photography; <i>Hope</i> through creative independence; <i>Wisdom</i> through technical mastery; <i>Resilience</i> through refinement	

### Year 11: GCSE Specification AQA PHOTOGRAPHY

Term	Unit of Work	Knowledge and Skills	Assessment
<b>1</b>	People and Places unit (cont.)	AO3 – Record. AO1 – Contextual sources and development of ideas. AO2 – Experiment and refine. AO4 – own personal and meaningful responses.	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks
<b>2</b>		This starts with guided workshops on digital and hand manipulation techniques and then becomes an independent project for each student, 1:1 tutorials and advice/support provided by class teacher throughout	

		<i>Service</i> through community-linked photography; <i>Hope</i> through creative independence; <i>Wisdom</i> through technical mastery; <i>Resilience</i> through refinement	WWW/EBI/MAC and feedback in class
	<b>Values</b>	<i>Service</i> through community-linked photography; <i>Hope</i> through creative independence; <i>Wisdom</i> through technical mastery; <i>Resilience</i> through refinement	
<b>3</b>	ESA – externally set assignment	Students respond to one of 7 starting points provided by AQA exam board AO3 – Record. AO1 – Contextual sources and development of ideas. AO2 – Experiment and refine. AO4 – own personal and meaningful responses. This is an independent project for each student, 1:1 tutorials and advice/support provided by class teacher throughout	Student feedback books Assessment sheets with AO criteria Post-it note feedback in sketchbooks  WWW/EBI/MAC and feedback in class
<b>4</b>			
<b>5</b>			
	<b>Values</b>	<i>Hope</i> through personal direction; <i>Wisdom</i> through contextual research; <i>Resilience</i> through exam preparation; <i>Service</i> through shared critique and presentation	
<b>6</b>	N/A	N/A	