

Art

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7	Rangoli	Typography	Natural forms	Landscapes	Monsters	Eyes and Lips
8	Cultural art	Cultural art	Under the Sea	Under the Sea	Animals	Animals
9	Buildings	Buildings	Portraits	Portraits	Still life	Still life
10	Experimental project (Coursework - Component One)	Experimental project (Coursework - Component One)	Experimental project (Coursework - Component One)	Sustained project (Coursework - Component One)	Sustained project (Coursework - Component One)	Sustained project (Coursework - Component One)
11	Sustained project (Coursework - Component One)	Sustained project (Coursework - Component One)	Externally Set Assignment (Exam Component Two)	Externally Set Assignment (Exam Component Two)	10 Hour Final Exam (Exam Component Two)	

Scope:

The art curriculum is broad, inclusive, and carefully balanced to provide students with a rich and varied educational experience. It encompasses a wide range of disciplines, including drawing, painting, printmaking alongside a wide range of medias, ensuring that students are exposed to diverse materials, techniques, and creative approaches. Alongside practical skill development, the curriculum integrates theoretical elements such as, introducing students to a diverse range of artists, cultures, and perspectives to deepen their contextual understanding. This breadth allows all learners to find areas of personal interest and strength, while also encouraging them to step beyond their comfort zones. The scope is intentionally designed to support both skill mastery and conceptual development, enabling students to explore, experiment, and respond thoughtfully to artistic challenges, ultimately fostering well-rounded, culturally aware, and confident young artists.

Rigour:

Our art curriculum has been rigorously developed to enable students to build, develop, extend and refine their skills and knowledge. In year 7 students are introduced to language of the visual elements through different projects, exploring the work of others and discussing their own work using art terms. In year 8 this becomes more sophisticated, in year 9 more complex and at GCSE even more complex, personal and coherent with more depth.

We create an environment where every student is expected to learn at high levels. They are expected to recall knowledge and practised skills from previous lessons to prepare a base for the learning to take place within the current lesson. As students gain new knowledge and skills, they are expected to embed this through the completion of tasks; depending upon the unit of work currently being studied, this might involve problem solving, photographic skills and editing and development of ideas at GCSE.

Sequencing:

The sequencing of the art curriculum is deliberately structured to build knowledge and skills in a logical and progressive order, ensuring that students develop both technical proficiency and creative confidence over time. Learning is carefully mapped so that key concepts such as the visual elements, techniques, and critical analysis are introduced in accessible ways before being revisited and extended in more complex topics/tasks. Each unit is designed to connect to prior learning, allowing students to consolidate understanding while being appropriately challenged with new techniques, ideas, and creative processes. This thoughtful sequencing supports the gradual transition from guided exploration in earlier years to greater independence and personal expression in later stages. As a result, students are able to make informed artistic decisions, draw on an increasingly rich visual vocabulary, and produce more sophisticated and meaningful outcomes as they progress through the curriculum.

Coherence:

The curriculum is built on a clear and coherent progression of knowledge, skills, and creative understanding, ensuring that students develop confidence and independence over time. It carefully sequenced so that foundational skills such as drawing, visual elements, and observational techniques are introduced early and revisited with increasing complexity, allowing students to deepen their technical ability and critical thinking. Projects are thoughtfully connected through consistent themes, processes, and references to artists and cultures, enabling students to make meaningful links between different areas of study. Assessment is aligned with curriculum intent, providing regular opportunities for reflection and refinement, while maintaining a balance between structured guidance and creative exploration. This coherence ensures that all learners experience a purposeful journey through their art journey, where each stage builds logically on prior learning and prepares them for further study.