Curriculum Rationale:

We aim to provide an environment where students are happy to take **risks**, ask themselves **questions** about their creative journey and respond positively to both staff and their peers. Our subject naturally lends itself to **collaboration**, the sharing of ideas and peer feedback in which students are guided to use a positive, specific, and helpful framework in which to discuss their own work and that of others. Students are encouraged to **experiment**, make **mistakes** (practically) and to approach art with an open mind, dispelling notions that they 'cannot do this' before they partake in their lessons. We believe that **knowledge** underpins and enables the application of **skills**.

We teach our curriculum in such a way that students continually **revisit skills** and **build** upon them each year, tackling increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning. Student progress is documented through sketchbooks. We encourage conversation, discussion, **critique** and debate about pupils' work and the work of artists and designers.

Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities, and beliefs. We learn about how the world and its artefacts are represented and about the ideologies running through them. **Cultural awareness** is developed through **creating**, **investigating**, **making**, and **doing**. This journey gives our students a voice with which to **express** their thoughts, feelings about and responses to the world around them. Further rationale behind our curriculum design includes building opportunities for students to experiment with 2D, 3D, printed as well as textile-based processes. The heart of our curriculum design is increasing levels of challenge, risk taking, and unpredictable outcomes that require a **deep level of understanding** and the **ability to think creatively** to overcome obstacles.

Year	Key Objective
7	Students develop foundational skills in observation, colour, tone, texture, embroidery and visual communication through exploring the natural world and symbolism, building confidence in analysing artists, making inferences, experimenting with materials and creating personal responses.
8	Students build on their understanding of formal elements and contextual research by exploring cultural identity, symbolism and design, developing greater confidence in combining research, experimentation and practical skills to create more personal, meaningful outcomes.
9	Students consolidate and extend their creative skills through exploring everyday objects, printmaking, textiles processes, architecture and sculpture, developing more sophisticated approaches to observation, abstraction, material processes and artist analysis in preparation for GCSE study.
10	Students transition into GCSE Art and Design by developing independent project skills through sustained investigations into the human form and identity, refining their ability to research, experiment, evaluate and create personal responses that meet the GCSE Assessment Objectives.
11	Students apply and refine the knowledge, skills and creative independence developed throughout Key Stage 3 and GCSE through the Eduqas Externally Set Assignment, producing a sustained, personal and meaningful project from initial research and experimentation to a resolved final outcome.

Year 7			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn	**Art Textiles – My Story**	Throughout this project, Year 7 students will explore how textiles can be used to communicate personal identity, cultural narratives, and self-expression. Through a series of mind maps, mood boards, drawings, and embroidery techniques, students will develop an understanding of how artists, designers, and craftspeople use images, symbols, and materials to convey cultural ideas. They will study historical and contemporary examples such as the Bayeux Tapestry, Ghanaian Asofo flags, and the works of artists like Grayson Perry and Christopher Myers, gaining insights into how textiles tell stories and communicate messages.	This topic aims to develop a range of practical and technical skills. • Learn hand-stitching techniques, including running stitch, back stitch, and cross stitch, to work with fabric. • Develop skills in applique by attaching designs to fabric using Bondaweb. • Improve fine motor skills and hand-eye coordination through the safe handling of needles and thread. • Use tools and equipment such as scissors, irons, and heat presses safely and effectively. • Operate a sewing machine to sew straight stitches and finish work, including hemming. • Respond to stimuli by conducting research to generate ideas for designs. • Use drawing purposefully to initiate and develop design concepts. • Refine work through machine sewing techniques, improving the overall quality of finished pieces.

		Building on this knowledge, students will learn how to take their previous sketchbook work and create two initial design ideas, drawing inspiration from their personal experiences, interests, and identities. These ideas will be refined into a final visual design, combining hand embroidery and applique techniques to bring their stories to life.	This topic aims to teach Theory/Contextual/ Historical Knowledge through textiles. • Explore the work of modern, contemporary, and historical artists and craftspeople, understanding their contributions to the textile field. • Study the Bayeux Tapestry and its historical significance in narrating the events of the Norman Conquest. • Investigate Ghanaian Asofo flags and their role in expressing cultural and political messages through textile design. • Examine the work of contemporary artists such as Grayson Perry and Christopher Myers focusing on how they use textiles to convey personal and cultural narratives. • Understand how artists, designers, and craftspeople use images and symbols in textiles to communicate cultural, sociological, and political ideas. • Explore narrative art in textiles, studying how stories are told through fabric and stitching. Develop the language to effectively articulate thoughts and feelings about one's own work and the work of others in the context of textiles.
Vocabulary:			

Writing: Reading: Oracy:			
Spring	**Nature**	This unit introduces students to the fundamental principles of Art and Design through the theme of nature, developing their understanding of how artists observe, interpret and respond to the world around them. Students explore how the formal elements of tone, texture, colour and composition can be used to represent natural forms and create visual impact. Through studying artists including Georgia O'Keeffe and Vincent Van Gogh, students begin to understand how artists develop personal styles and make creative choices. The unit establishes key GCSE foundations by encouraging students to research artists, experiment with materials,	• Students develop essential visual language skills including the use of tone, texture, shape, form and colour. • They learn how to create the illusion of 3D form through tonal shading, progressing from simple 2D shapes to detailed observational studies of natural objects such as shells. • Students develop their understanding of colour theory through colour wheels, watercolour techniques and experimental grids, building confidence with media. • Through analysing Georgia O'Keeffe and Van Gogh, students develop contextual understanding and practice describing, analysing and inferring meaning from artworks (AO1). • Practical experimentation with pencil, oil pastel and watercolour develop refinement of techniques (AO2).

		record observations and develop independent responses. Students create a personal landscape outcome inspired by Post-Impressionism, applying their developing knowledge of colour, mark-making and expressive techniques.	• Observational drawings, self-evaluations and homework studies support recording skills (AO3). • The final landscape outcome encourages students to apply these skills creatively and independently (AO4).

Vocabulary: Tone, Texture, Hatching, Cross-hatching, Stippling, Blending, Primary, Secondary, Complementary, Analogous, Perspective.

Writing: Extended writing task – analyse a painting by Georgia O'Keeffe. Students are expected to use the writing frame to support them to write a description of the work, explain how the artist has used the formal elements, and make an inference of the meaning. They are also asked to give, and justify, their opinion on the artwork.

Additional writing tasks: Self-assessment – students are expected to use the vocabulary from the success criteria to evaluate each practical outcome they complete during this term. In year 7, this is in a WWW/EBI format.

Reading: Students will read artist biographies for Georgia O'Keeffe and Vincent van Gogh. They will read process instructions and success criteria which includes the use of subject specific vocabulary.

Oracy: Students are asked to read aloud from any read now's on the board. Students are encouraged to discuss artworks and share their opinions and inferences to the whole class, following think-pair-share tasks.

Summer	**Symbolism**	This unit introduces students to the idea that artwork can communicate personal meanings, ideas and emotions through symbols and visual language. Students explore how artists use animals, objects, colour and composition to represent concepts beyond what is immediately visible. Through studying artists such as Damien Hirst, Abby Diamond and Michael Craig-Martin, students develop an understanding of how contemporary artists communicate messages through imagery and materials. Students are encouraged to consider their own identity and experiences, leading towards more personal and imaginative responses. The unit develops	• Students build on Year 7 knowledge of tone, colour and composition by applying these skills to symbolic imagery. • They develop analytical skills through written responses to artists, identifying how visual choices communicate meaning. They will make inferences about artworks which are more complex in nature, showing a greater depth of understanding and meaning. Homework tasks encourage independent research, contextual understanding and personal creativity (AO1). • Students explore a wide range of techniques including tonal pencil drawing, fine liner mark-making, watercolour, oil pastel mono-printing, painting and mixed media, developing experimentation and refinement of ideas (AO2). • Observational drawing tasks improve accuracy, proportion and confidence when recording visual information (AO3).

		creative thinking, experimentation and confidence in combining media, preparing students for GCSE expectations where artists' intentions, personal interpretation and meaningful outcomes are central.	• Students investigate symbolism through animal studies and personal imagery, culminating in responses that communicate individual ideas and interpretations. Homework reinforces personal responses, encouraging students to design artworks with symbols connected to their own identity. (AO4).
Vocabulary: Symbolism, Composition, Scale, Perspective, Proportion, Abstraction, Realism, Inference Writing: Reading: Oracy:			

Year 8			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn	**Art of the people**	This unit explores how art reflects culture, tradition and community by investigating different forms of Folk Art from around the world. Students learn that art can have social, historical and cultural purposes beyond decoration, including storytelling, celebration, identity and ritual. Through exploring examples such as African masks, Mexican folk patterns and the work of Grayson Perry, students develop an understanding of how artists and makers communicate ideas through symbols, materials and design choices. The unit builds on Year 7 learning about symbolism by encouraging students to consider the meaning behind visual elements. Students create functional and decorative outcomes using card, paint and clay, developing confidence in designing artwork with a clear purpose.	• Students develop contextual knowledge of global folk traditions and investigate how artists use pattern, colour, symbolism and materials to communicate cultural ideas. They analyse examples of Folk Art through fact files, videos and artist research, developing their ability to identify purpose, audience and meaning. (AO1) • Practical skills include designing and constructing three-dimensional forms through cardboard mask-making and clay techniques, developing understanding of structure, form and surface decoration (AO2). • Students refine ideas by making informed choices about colour, pattern and design, supported through annotation evaluating their creative decisions. Drawing, design development and homework research activities strengthen recording skills (AO3). • Final painted masks and clay outcomes demonstrate students' ability to create personal responses inspired by cultural influences while

			developing their own creative voice (AO4).
Vocabulary: Folk art, inference, symbolism, traditional, stories, narrative, shape, form, construction, ceramic, tone, texture Writing: Reading: Oracy:			
Spring	**Identity**	This unit develops students' understanding of portraiture and explores how artists represent identity through facial features, personal symbolism, style and design. Students investigate how identity can be communicated through appearance, interests, culture and personal experiences. Building on previous learning about symbolism and cultural	• Students build contextual knowledge by analysing portrait artists and the Art Nouveau movement, exploring how artists use colour, line, pattern, symbolism and composition to communicate ideas (AO1). • Students experiment with portrait distortion, decorative elements, typography and watercolour

		expression, students explore portrait artists and the Art Nouveau movement to understand how artists combine imagery, decoration and composition to create meaningful designs. Through studying artists including Alana Dee Haynes and Alphonse Mucha, students develop an understanding of how contemporary and historical artists interpret the human form. The unit culminates in an Art Nouveau inspired self-portrait poster, combining portraiture, typography, colour and decorative pattern.	techniques to refine their visual ideas (AO2). • Students develop observational drawing skills through studies of facial features and self-portraiture, improving their understanding of proportion, shape, tone and detail (AO3). • The project encourages students to combine traditional portrait skills with personal symbols and design choices, developing more individual responses. Homework tasks support independent learning through artist research, pattern studies and symbolic drawings. The final A3 self-portrait poster demonstrates students' growing ability to create purposeful, personal outcomes using researched influences and developed practical skills (AO4).
Vocabulary: Portrait, proportion, features, emotion, representation, likeness, realism, abstraction, composition, tone, texture Writing: Reading:			

Oracy:			
Summer	**Art Textiles – Bauhaus**	Students will build upon the skills learnt in Yr 7 and revisit and build upon them throughout the project whilst introducing new processes at a higher level. They will explore the influence of the Bauhaus movement on modern design and textiles, by examining the work of key Bauhaus figures such as weaver Anni Albers, Gunta Stolz, Sophie Taeuber-Arp, and Wassily Kandinsky. Students will understand how these innovative approaches to art, design, and textiles shaped the modern world. Through a series of drawings, stitches, and practical exercises, students will develop their understanding of Bauhaus principles, particularly how simplicity, abstraction, and	This topic aims to develop a range of practical and technical skills: • Transfer Paint: o Use collage and transfer paint to create a design in the style of an artist. o Print designs onto fabric using a heat press. • Applique: o Create a repeat pattern from a shape or motif on fabric. o Use stitch or adhesive methods to layer fabric. • Paper Weaving: o Weave paper using a paper loom to create textured designs. • Mixed Media: o Layer paper materials and create collage to develop unique compositions. • Stitch: o Practice hand embroidery, machine stitch, and tacking to enhance textile techniques.

		functional design can be applied to textile art.
		
		Students will also explore key themes such as the impact of fashion on the environment and how sustainable practices can be incorporated into design. They will study the connections between science and textiles, specifically looking at how Ada Lovelace's work with the Jacquard Loom influenced both textile production and early computing.
		
		Using this knowledge, students will create two initial design ideas inspired by Bauhaus principles, which will be refined into a final visual design. This design will combine hand embroidery, heat transfer paint, and applique techniques, incorporating both the technical skills developed in Year 7 and new skills learned in this unit. By the end of the project, students will have created a textile piece that reflects their understanding of Bauhaus design and their personal response to its themes, whilst also developing
			• Design Development:
			  ○ Develop design ideas by responding to sources and the work of other artists.
			
			This topic aims to teach Theory/ Contextual/ Historical Knowledge through textiles:
			• Study the work of designers and craftspeople from the Bauhaus movement, including Anni Albers, Gunta Stolz, Sophie Taeuber-Arp, and Wassily Kandinsky, and their influence on textile design and modern art.
			• Explore fashion's impact on the environment and discuss ways in which sustainable practices can help reduce the ecological footprint of the fashion industry. (Innovation links to the Bauhaus)
			  ○ Example of Adidas using ocean plastic to create new products.
			  ○ Bio-Medical Textiles.
			• Investigate the impact of the Bauhaus on modern-day design, focusing on its legacy in contemporary art, textiles, and architecture.

		their skills in sustainable and innovative textile techniques.	Learn about the historical links between science and textiles, specifically how Ada Lovelace contributed to the development of the Jacquard Loom, which played a pivotal role in early computing and textile design.
Vocabulary: Writing: Reading: Oracy:			

Year 9			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn	**Food & Drink**		

		This unit introduces students to the importance of observation, recording and experimentation within Art and Design through the familiar theme of food and drink. Students develop confidence in representing objects accurately while exploring how artists can manipulate imagery through different media and processes. The project introduces GCSE-style approaches to developing ideas, encouraging students to analyse artists in greater depth and with more independence, experiment with techniques and create personal responses. Through exploring Pop Art and printmaking, students investigate how artists use colour, repetition, scale and composition to communicate meaning. The unit develops students' confidence in moving from observation to interpretation, establishing key skills and creative approaches that will support progression into GCSE Art and Design.	• Through studying Pop Art artists, students develop contextual understanding and learn how artistic influences can inform their own creative decisions (AO1). • Students are introduced to printmaking processes through mono-printing and Lino-printing, learning how to simplify imagery, experiment with composition and select appropriate techniques to communicate ideas (AO2). • Students develop observational drawing skills through detailed studies using pencil, coloured pencil, chalk and charcoal, building confidence in analysing shape, form, tone, texture and surface detail. They will evaluate and reflect on their outcomes, developing the critical vocabulary needed to review and refine their work (AO3). • Students will create a response to a pop artist which is highly imaginative and creative, and which realizes the intentions and skills practiced throughout the project (AO4)

Vocabulary: Figuration, abstraction, composition, representational, form, concept, pattern, meaning, analyse, colour, visual language, symbolism.

Writing:

Reading:

Oracy:

Spring	**Art Textiles – Art Meets...**	Students will build upon the skills learnt in Yr 7 & Yr 8, revisiting and building upon them throughout the project whilst introducing new processes at a higher level.
		
		Students will develop their artistic thought process through this project, looking at how Art & Textiles meets and link to other areas such as Science, Nature, Society and History.
		
		Students will explore how we can record historical events through art, how scientists documented species through drawings and the influence of nature through art and fashion. Students will look at
			This topic aims to develop a range of practical and technical skills:
			• Sublimation printing
			  o Creating a collage and then printing using sublimation printing onto fabric which students can then embroider into.
			• Applique:
			  o Add layers of fabric onto their sublimation prints.
			  o Use stitch or adhesive methods to layer fabric.
			• Mixed Media:
			  o Layer paper materials and create collage to develop unique compositions.
			• Stitch:

		artists & designers responding to their work. Using their sketchbook work, students will create two initial design ideas, which will be refined into a final visual design. This design will incorporate both the technical skills developed in Year 7 & 8 as well as new skills learned in this unit. By the end of the project, students will have created a textile piece that shows their personal response to their key area of interest e.g. Art meets Nature.	○ Practice hand embroidery, machine stitch, and tacking to enhance textile techniques. • Design Development: ○ Develop design ideas by responding to sources and the work of other artists. • Fabric Dyeing ○ Tie dye to create backgrounds. ○ Painting using fabric paint. This topic aims to teach Theory/ Contextual/ Historical Knowledge through textiles: • Study the work of designers and craftspeople, including Ernst Haeckel & Victoria Villasana. • Students will look at protest banners (global warming or other current issues) and recording of species. Students will develop all these topics into creating a meaningful response to this project.
Vocabulary: Writing:			

Reading: Oracy:			
Summer	**Structures**	This unit explores the relationship between natural and man-made structures, encouraging students to investigate form, space, architecture and sculpture. Students develop an understanding of how artists and designers transform observations into three-dimensional outcomes, using both historical and contemporary references to inform their own ideas. Through studying sculptors including Henry Moore and Barbara Hepworth, students explore abstraction, shape, balance and the relationship between positive and negative space. The project develops students' ability to research artists, analyse creative intentions and apply contextual influences to their own work. Students create outcomes across drawing, painting and sculpture, developing increasingly	• Students develop contextual understanding by researching artists including Henry Moore and Barbara Hepworth, analysing how materials, processes and visual choices communicate meaning and influence their own creative decisions. They will also understand the context of artists and how that impacts the work, investigating Henry Moore's Shelter drawings made during WW2 (AO1). • Building on previous observational drawing skills, students explore how artists simplify and abstract forms from the natural world, while developing sculpture techniques through wax resist studies, acrylic and clay building (AO2). • Through urban landscape studies, students develop perspective, architectural drawing and recording skills, strengthening their ability to capture observations and communicate ideas visually. Their

		independent approaches to experimentation, refinement and personal response in preparation for GCSE Art and Design.	self-evaluations become more in depth, using key vocabulary to thoughtfully reflect on their own work. (AO3). • Students develop imaginative and ambitious outcomes in acrylic paints and clay, which include personal choice in execution and allow students a creative, personal approach (AO4).
Vocabulary: Geometric, symmetry, pattern, repetition, abstraction, shape, form, natural, man-made, depth, perspective, figurative, symbolic, analyse Writing: Reading: Oracy:			

Year 10			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn	**Human Form**	This unit introduces students to GCSE Art and Design expectations through an exploration of the human form, combining observation, experimentation and personal response. Students investigate the figure through drawing, photography, digital manipulation, textiles and painting, exploring how artists communicate identity, emotion and distortion through the body. The project encourages students to develop confidence in selecting appropriate media and processes to communicate intentions, reflecting the experimental nature of GCSE coursework. Through studying artists such as Henrietta Harris, Lynn Skordaal and Victoria Villasana, students investigate contemporary approaches to portraiture and mixed media. The unit establishes GCSE-style working practices, encouraging students to	• Students develop contextual understanding through researching artists including Henrietta Harris, Lynn Skordaal and Victoria Villasana, analysing how artists use materials, techniques and visual approaches to communicate ideas about the human form (AO1). • Building on KS3 drawing and recording skills, students refine their understanding of proportion, anatomy and observation while experimenting with GCSE-level processes including mono-printing, textiles and embroidery, photography manipulation and acrylic painting (AO2). • Students develop their ability to record and communicate ideas through observational studies, digital experiments, annotation and visual development work. They will use primary photography as references for personal responses to artists. Their annotations are now

		develop increasingly independent creative decisions and sustained responses through research, experimentation and refinement.	thoughtful and effective, linking back to their own ideas and theme. (AO3). • Through creating personal artist responses and evaluating their outcomes, students strengthen their ability to communicate intentions and produce meaningful outcomes that demonstrate creativity and technical control. They have a high level of choice. (AO4).
Vocabulary: Tone, texture, shape, form, composition, proportion, perspective, annotate, evaluate, symbolism, analyse, inference, mood, style, representational, abstraction. Writing: Reading: Oracy:			
Spring 1	**Identity**		

Spring 2	**Identity**	This unit is submitted as the student's Component 1 Portfolio, worth 60% of their final mark. The project develops students' understanding of personal identity and how artists communicate ideas about themselves, society and human experience, leading to highly personal student-driven sub-themes. Students are introduced to a GCSE sustained project structure, beginning with research and exploration before progressing towards refined personal outcomes. Through investigating a range of relevant, chosen artists, students explore how identity can be represented through portraiture, symbolism, materials and visual storytelling. Students learn to develop ideas through meaningful connections between their own experiences, contextual research and practical experimentation. The project encourages highly independent creative decision-making, so that they can meet the expectations of GCSE coursework and the Externally Set Assignment by developing confidence in	• Students develop contextual understanding by independently researching artists and analysing how visual language, materials and techniques can communicate ideas around identity (AO1). • Building on the Human Form project, students refine their ability to experiment with a range of media, including photography, drawing and mixed media, selecting processes that support their own intentions (AO2). • Students strengthen their ability to record ideas through mind maps, mood boards, photography, artist studies, annotations and developmental work, showing clear progression of ideas throughout the project (AO3). • Students develop greater independence in planning, refining and resolving personal responses, evaluating their decisions and creating outcomes that demonstrate meaningful connections between research, experimentation and their own creative intentions (AO4).
Summer 1	**Identity**		
Summer 2	**Identity**		

		producing personal, sustained and thoughtfully resolved responses.	

Vocabulary: Tone, texture, shape, form, composition, proportion, perspective, symbolism, analyse, inference, mood, style, representational, abstraction.

Writing:

Reading:

Oracy:

Year 11			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	N/A (Identity as above)	The Externally Set Assignment provides students with the opportunity to independently apply the knowledge, skills and creative approaches developed throughout the GCSE course.	• Students independently develop contextual research by selecting relevant artists, designers and sources that inform their chosen theme and creative intentions (AO1).
Autumn 2			
Spring 1	**ESA**		

Spring 2	**ESA**	Students respond to a choice of themes set by Eduqas, selecting a personal starting point and developing a sustained project that demonstrates their ability to research, experiment, refine and resolve ideas. The project encourages students to take ownership of their creative direction, making informed decisions about artists, materials and processes. Students produce a portfolio of preparatory work demonstrating their creative journey before completing a final outcome during the timed examination. The ESA allows students to demonstrate their progression as artists through a personal, meaningful and resolved response.	• They apply and refine previously developed skills, selecting appropriate materials and processes through purposeful experimentation, testing and refinement to achieve successful outcomes (AO2). • Students demonstrate their ability to record ideas, observations and creative decisions through research, studies, photography, annotations and developmental work, creating a clear visual journey towards their final response (AO3). • Students use their knowledge, skills and personal experiences to create a resolved and meaningful final outcome, demonstrating creativity, technical control and the ability to communicate their intentions effectively (AO4).
Summer 1 Summer 2	**ESA**		

Vocabulary: Tone, texture, shape, form, composition, proportion, perspective, symbolism, analyse, inference, mood, style, representational, abstraction.

Writing:

Reading:

Oracy: