



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 1 Cultures	Project 1 Cultures Project 2 Creatures	Project 2 Creatures
Key Retainable Knowledge & Skills	<p>Project 1 Develop ideas through cultural understanding and studying art from around the world. Use a variety of different materials and techniques. Record observations through pattern, texture and composition.</p> <p>The new wet and dry material skills they have learned in term 1 are understood, developed and used skilfully throughout their work. Opportunities to develop into relief or 3D.</p> <p>By the end of project 1 students should be able to:</p> <ul style="list-style-type: none"> Understand the difference between different cultures from around the world Use a variety of medias to create one composition Have a basic understanding of card relief Create complex compositions through shapes and pattern inspired from different cultures Develop more creative confidence working with a variety of diverse cultural starting points 	<p>Project 1 continued Present a personal and meaningful response in the form of a final piece Students will develop their understanding of compositional skills through studies from around the world.</p> <p>Refining their skills showing an understanding of their strengths using a range of materials, either wet and/or dry, to create a final outcome.</p> <p>Students understand how to display their work and realising their intentions through high standards of presentation.</p> <p>Project 2 Develop ideas through artists selected by the teacher and use a variety of different materials and techniques. Students will also record observations through drawing. Students will be learning to manipulate materials by adding depth, texture and tone through pencil, pencil crayon, charcoal and chalk, oil pastels and pen. They will extend their knowledge by introducing wet materials, techniques and processes by using watercolours.</p> <p>Students will collect clear secondary sourced images, working directly from them to inform their outcomes.</p>	<p>Project 2 Continued Present a personal and meaningful response in the form of a final piece Students will develop their understanding of compositional skills and create a final outcome based on creatures</p> <p>By the end of project 2 students should be able to:</p> <ul style="list-style-type: none"> Research artists given by the teacher independently Be confident when using pencil, paint, charcoal, biro, oil pastel and watercolours Understand the basics of drawing in proportion Understand how to blend basic colours effectively Work from direct observation



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Technical Vocabulary	Blend, tone, composition, depth, gradient, line, colour, layers, detail, pressure, proportion, shade, shadows, mid tones, highlights, three-dimensional, experiment, texture, opaque, transparent, effective.	Blend, tone, composition, depth, gradient, line, colour, layers, detail, pressure, proportion, shade, shadows, mid tones, highlights, three-dimensional, experiment, texture, opaque, transparent, effective.	Blend, tone, composition, depth, gradient, line, colour, layers, detail, pressure, proportion, shade, shadows, mid tones, highlights, three-dimensional, experiment, texture, opaque, transparent, effective.
Opportunities for Reading	Studying artists, resources,	Studying artists, resources,	Studying artists, resources,
Developing Cultural Capital		Opportunities to display their work	Opportunities to display their work
Cross Curricular Links (Authentic Connections)	Graphics, food technology	SMSC British values	SMSC British values End of KS3 exhibition
Key Assessment	AO1, AO2, AO3 Grades 1 – 6 LC1	AO1, AO2, AO3, AO4 Grades 1 – 6 LC2	AO1, AO2, AO3, AO4 Grades 1 – 6 LC3

Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 3 Contextual project working in the style of an artist	Project 3 Contextual project working in the style of an artist Project 4 Perspective	Project 4 Perspective
Key Retainable Knowledge & Skills	<p>Select their own artists to inspire their own work as it progresses. Use the appropriate drawing or painting techniques. Record from appropriate images they have collected to support their projects. Design their own personal composition.</p> <p>Students will be manipulating materials to suit their work and understanding of the artist being studied. They will develop their skills through the use of pencil, pencil crayon, charcoal and chalk, oil pastels, coloured chalk and pen. They will extend their knowledge by introducing wet materials, techniques and processes such as watercolours, poster paints, inks and powder paint. This will be dependent on the approach every student takes in their independent study.</p> <p>Students will collect clear first and secondary sourced images, working directly from them to inform their outcomes.</p>	<p>Project 3 continued Present a personal and meaningful response in the form of a final piece based upon their understanding of the artists they have selected. Students will enhance their understanding of compositional skills. The wet and dry material they have used in term 1 are understood, enhanced and used skilfully throughout their work. Opportunities to develop into relief, mixed media or 3D. Opportunities to develop their literacy skills through homework activities.</p> <p>Project 4 Students will look at 1 point and two-point perspective and understand the basic mathematics that give their drawings the effect of getting smaller as things gets further away. Understanding proportion and balance through the careful use of guidelines will help students to create accurate drawings. Once students understand the basics of proportion, they will apply the same skills to a picture they</p>	<p>Students will create a final outcome that showcases the skills developed through their journey in art so far. They will consider composition and artists influence to manage their own ideas and images. They will work on A3 to . Students may wish to work larger than A4 but are expected to manage their time carefully in order to meet the end of year deadline.</p> <p>.By the end of project 3 students should be able to:</p> <ul style="list-style-type: none"> • Show clear understanding of perspective from multiple viewpoints • Have an awareness of how the local area can be seen in an artistic way • Understand the ideas and concepts of new artists



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>By the end of project 3 students should be able to:</p> <ul style="list-style-type: none"> • Use paint confidently with control and accuracy • Paint in a variety of styles specific to the different artists • Compare the styles of different artists • Work confident in colour and black and white • Explore different themes 	<p>research and collect themselves. Further artist will be introduced such as Jazzberry Blue to integrate ideas and concepts into the perspective drawing</p>	<ul style="list-style-type: none"> • Apply the style and concepts of artists towards a perspective outcome • Work independently to create a unique original outcome
Key Technical Vocabulary	Contextual, background, foreground, perspective, abstract, impressionist, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto.	Contextual, background, foreground, perspective, abstract, impressionist, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto. Perspective (1 point and 2 point), proportion, detail, balance, composition, artist link, guidelines, structure, complexity, vanishing point, foreground, background	Perspective (1 point and 2 point), proportion, detail, balance, composition, artist link, guide lines, structure, complexity, vanishing point, foreground, background Independence, creativity, individual.
Opportunities for Reading	Studying artists, resources.	Studying artists, resources.	Studying artists, resources.
Developing Cultural Capital			End of KS3 exhibition
Cross Curricular Links (Authentic Connections)	Life skills, art history, technology, graphics, Religious studies	Religious studies, Life skills, art history, technology, graphics, geography	Life skills, art history, technology, graphics, geography
Key Assessment	AO1, AO2, AO3 Grades 1 – 6 LC1	AO1, AO2, AO3, AO4 Grades 1 – 6 LC2	AO1, AO2, AO3, AO4 Grades 1 – 6 LC3

Year 9	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 5 Portraiture	Project 5/6 Portraiture/Architecture	Project 6 Architecture
Key Retainable Knowledge & Skills	Develop highly skilled recording techniques based around the theme of portraiture. Student will be introduced to a variety of different contemporary portrait artists and work with their styles. This will be the first opportunity for	Project 5 continued As the project progresses students will be expected to take their own portrait photos based on the artist they are studying. They will conclude the project by creating a final piece based	Further opportunities to explore and experiment with new and exciting art techniques to develop their understanding of how to manipulate materials and processes



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>students to use a grid system for scaling up and scaling down drawn images accurately.</p> <p>Students will closely study sections of the face such as eyes, mouth and ears and familiarise themselves with the balance and proportion of a human face. Before attempting a final piece students will practice the colour technique and mark making style of the artist before applying this to their own interpretations.</p> <p>By the end of project 5 students should be able to:</p> <ul style="list-style-type: none"> • Understand the basics of portrait proportion • Be able to draw a face that accurately resembles a human • Use tone and shading to record subtle shadows and highlights that create a face • Work with colour and black and white to create portraits • Use the styles of other artists to influences their own work • Create a final composition 	<p>on the artists style and technique. Outcomes could be in colour or black and white depending on the artist they have chosen.</p> <p>Project 6 Opportunities to explore and experiment with new and exciting art techniques to develop their understanding of how to manipulate materials and processes. This will develop higher level thinking skills and promote independent learning.</p> <p>Project 6 will allow students to work more freely within the subject of architecture. Students will be introduced to art installations by EVOL who works predominantly with card construction but also paints onto industrial textures and surfaces. Inspired by the process used by the artist students will be expected to take their own photographs of architectural features from their local area and paint onto a variety of different surfaces and textures to create the desired effect. Working in relief and using separate layers to create artwork will allow students to develop a greater understanding of AO2</p>	<p>As the project progresses students will create a series of developmental outcomes that can be presented outside their sketchbooks. It is not expected that students produce a final piece although some students may wish to do so. The purpose of this project is to allow creative freedom to explore ideas and processes using different materials in connection with their artist and primary source research.</p> <p>Oracy skills will be developed by presenting their work to their peers</p> <p>By the end of project 6 students should be able to:</p> <ul style="list-style-type: none"> • Manipulate a variety of different materials to create an outcome • Use card to create 3D constructions • Create final outcomes using mixed media • Use architectural artists to inspire your own work • Use cutting tools effectively to create intricate detail • Use layers to create depth within your work
Key Technical Vocabulary	Portrait, Portraiture, contextual, perspective, proportion, abstract, consistent, smooth, structure, basic, simplistic, complex, minimal, pointillism, technique, application, expressionism, features, balance, mark making, tone, depth, skin tone,	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, texture, imaginative, creative, features, balance, mark making, tone, depth, skin, technique, application, collage, concept, proportion, architecture, imaginative, creative, card relief, layers, construction	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, texture, imaginative, creative, features, balance, mark making, tone, depth, skin, technique, application, collage, concept, proportion, architecture, imaginative, creative, card relief, layers, construction
Opportunities for Reading	Studying artists, resources.	Studying artists, resources.	Studying artists, resources architecture
Developing Cultural Capital		Visits to galleries	Visits to galleries



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Cross Curricular Links (Authentic Connections)	Life skills, art history, technology, graphics	Life skills, art history, technology, graphics.	Life skills, art history, technology, graphics
Key Assessment	AO1, AO2 Grades 1 – 6 LC1	AO1, AO2, AO3, AO4 Grades 1 – 6 LC1	AO1, AO2, AO3, AO4 Grades 1 – 6 LC1

Year 10	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 1 Street art/		
Key Retainable Knowledge & Skills	<p>Students will commence work on their personal investigation. This is a fantastic opportunity for students to fully engage within a particular specialism based on what they learnt in year 9</p> <p>The aim of this project is to promote independent learning and allow students to investigate and follow their own creative journey. They will begin by deciding a starting point or theme which wish explore. Once a project has been decided they will begin to skilfully record from photographs they have taken themselves and from direct observation. Although it is encouraged to work primarily from primary sources students can also work from secondary sources to record their ideas. The recording of ideas can be done through which ever media the student feels appropriate and that they are comfortable using. This allows students to generate sustained work that they are constantly refining using their chosen media.</p>	<p>They will begin to develop ideas through studying the work of artists, demonstrating a creative ability to investigate appropriate sources. Students will develop their knowledge of contextual understanding.</p> <p>Students will start to learn to manipulate and apply a variety of different materials, techniques and processes. Students will learn how annotations, where appropriate, can show deeper understanding of the topics being studied.</p> <p>Students will continue to develop ideas through studying the work of a wider range of artists, demonstrating a creative ability to investigate appropriate sources. Students will develop their knowledge of contextual understanding further and begin to link this in their work.</p> <p>Students will continue to manipulate and apply a variety of different materials, techniques and processes. This will depend on their approach to the subject matter, enhancing their strengths and developing their weaknesses.</p> <p>Students will continue to skilfully record from photographs, taken by the students, from direct observation and from secondary sources. They will then use use annotations, where appropriate, to show deeper understanding of the topics being studied.</p>	<p>Students will now further continue to develop ideas through studying the work of their chosen artists, demonstrating a creative ability to investigate appropriate sources. They will be influenced by the artists being investigated to develop their work in their own individual ways.</p> <p>Students will now confidently be able to manipulate and apply a variety of different materials, techniques and processes. This will depend on their approach to the subject matter, enhancing their strengths and developing their weaknesses.</p> <p>Students will continue to skilfully record from photographs, taken by the students, from direct observation and from secondary sources. Students will use annotations, where appropriate, to show deeper understanding of the topics being studied.</p>



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Technical Vocabulary	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking
Opportunities for Reading	Studying artists, resources.	Studying artists, resources.	Studying artists, resources.
Developing Cultural Capital	Making necessary visits to take photographs. Gallery visits.	Making necessary visits to take photographs. Gallery visits.	Making necessary visits to take photographs. Gallery visits.
Cross Curricular Links (Authentic Connections)	Life skills curriculum, art history, technology, graphics.	Life skills curriculum, art history, technology, graphics.	Life skills curriculum, art history, technology, graphics.
Key Assessment	AO1, AO2, AO3 Grades 1 – 9 LC1	AO1, AO2, AO3 Grades 1 – 9 LC1	AO1, AO2, AO3 Grades 1 – 9 LC1

Year 11	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 2 (continued) Personal investigation continued	Project 2 Final exam set by exam board from 1st Jan until May (contributes to 40% of overall grade)	Final exam set by exam board from 1st Jan until May (contributes to 40% of overall grade)
Key Retainable Knowledge & Skills	<p>Students will thoroughly develop ideas through studying the work of their chosen artists, demonstrating a creative ability to investigate appropriate sources. Students will be influenced by the artists being investigated to develop their work in their own individual ways.</p> <p>Students will now confidently be able to manipulate and apply a variety of different materials, techniques and processes. They will explore a wide variety of methods, exhausting each investigative idea. Their approach will depend on their subject matter, artist choice thus enhancing their strengths and developing their weaknesses.</p> <p>Students will then develop their ideas by experimenting with composition. They will present an individual and</p>	<p>Students will start the 2nd term planning potential compositions for their final piece. At this point it is important that students recognise the cohesive nature of their project and that the final piece will include key aspects investigated within their prep work. Student must explore and exhaust different ideas when planning the final piece and not settle for the easiest options!</p> <p>Once the planning is completed it is time start the final piece. We strongly encourage students to work to their strengths but be mindful that they can work any shape or size. This is a very exciting part of the course as student will be producing their best work and will conclude the journey started at the beginning of the personal investigation.</p> <p>Once all coursework and final pieces are complete it is important that everything is professionally mounted and</p>	<p>Students will then develop their ideas by experimenting with composition. They will present an individual and meaningful response that coherently brings their project together and to a conclusion.</p> <p>The end of this unit will culminate in a 10 hour timed exam where students are to produce a piece of work within a set time period on an independent basis.</p>



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	meaningful response that coherently brings their project together and to a conclusion.	presented in a gallery space within the school. All work needs annotating and creative statement must be completed clearly describing the ideas and process of the project.	
Key Technical Vocabulary	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking	Contextual, background, foreground, perspective, abstract, concept, consistent, smooth, structure, basic, simplistic, complex, repetition, minimal, pointillism, imaginative, creative, technique, application, expressionism, impasto, gouache, acrylic, collage, printmaking
Opportunities for Reading	Studying artists, resources.	Studying artists, resources.	Studying artists, resources.
Developing Cultural Capital	Making necessary visits to take photographs. Gallery visits.	Making necessary visits to take photographs. Gallery visits.	Making necessary visits to take photographs. Gallery visits.
Cross Curricular Links (Authentic Connections)	Life skills curriculum, art history, technology, graphics.	Life skills curriculum, art history, technology, graphics.	Life skills curriculum, art history, technology, graphics.
Key Assessment	AO1, AO2, AO3, AO4 Grades 1 – 9 LC1 and LC2	AO1, AO2, AO3, AO4 Grades 1 – 9 LC1 and LC2	AO1, AO2, AO3, AO4 Grades 1 – 9 LC1 and LC2

Year 12	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 1 Unit one Personal investigation continues until 1 st Feb Y13	Project 1	
Key Retainable Knowledge & Skills	Students will spend much of the first term trialling different medias and exploring new processes. The first term gives students an opportunity to experiment with materials they may not have used before. Students will have access to wet and dry medias but will also get chance to use ICT to develop outcomes. It is integral that all students are discovering new artists, historical and contemporary,	Throughout term 2 and term 3 students will continue to experiment and explore ideas informed by their chosen artists. As ideas develop new artist may be introduced along with additional research and supporting photography. At this stage all students will have a clear direction and concept within their projects inspired by a contextual starting point. Sustained studies from good quality primary source photography will enhance the	



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>to inspire new ideas. Above all students will be expected to research their own artists and take complete ownership within their project to promote strong independence and character within our students. Photography is another key tool in order to enhance a clear in-depth understanding of the artist they are studying. Taking excellent quality photographs and finding the appropriate subject matter is a concept some students may not be familiar with, so it is important we guide them in the right direction.</p> <p>There will be a huge emphasis on the standard of work expected at A Level as we expect all students to constantly refine and reflect as their work progresses</p>	<p>standard of work as it develops. All students will be working completely independently from each other no two projects will be the same as each student will begin to develop a clear personal style within their work. Students will start taking responsibility for mapping out their action plan that will take them to the end of unit 1. It is important that students are aware of where they are at and where they should be in order to complete their project in time for 1st February Y13</p>	
Key Technical Vocabulary	Refine, independent, investigation, contextual, exceptional ability, analytical, analyse, specialist, Techniques, processes, aesthetics, interpretation, coherent, connections, reflecting, inspiration	Refine, independent, investigation, contextual, exceptional ability, analytical, analyse, specialist, Techniques, processes, aesthetics, interpretation, coherent, connections, reflecting, inspiration	Refine, independent, investigation, contextual, exceptional ability, analytical, analyse, specialist, Techniques, processes, aesthetics, interpretation, coherent, connections, reflecting, inspiration
Opportunities for Reading	All students will be reading about their chosen artists throughout their personal investigation ready to start their written assignment at the start of y12	All students will be reading about their chosen artists throughout their personal investigation ready to start their written assignment at the start of y12	All students will be reading about their chosen artists throughout their personal investigation ready to start their written assignment at the start of y12
Developing Cultural Capital	Specific to each student Visits from past students. Visits from university's	Specific to each student Local gallery trip Trip to London	Specific to each student



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Cross Curricular Links (Authentic Connections)	Specific to each student	Specific to each student	Specific to each student
Key Assessment	Predominantly AO1 and 3 LC1 A* - U	AO1,2 and 3 LC2 A* - U	AO1,2 and 3 LC3 A* - U

Year 13	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 1	Protect 1/external exam	



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Retainable Knowledge & Skills	<p>At the start of year 13 the emphasis will be planning towards a composition design. By the end of Unit 1 all students will complete a final piece that bring together the strongest elements of their project and will be their best work. Between September and the start of December it is students will be refining the skills developed throughout year 12 and there will be a key focus on the quality of work that is produced. It is essential that each student is carefully applying concepts and techniques from the artist they have chosen and there is a clear fluidity to the development process that clearly demonstrates a deep understanding of their theme</p> <p>Whilst working on their practical project students are required to document their journey in the form of a written essay. It is important that within the essay there is a confident understanding of their development of ideas through artist research photographs and on other sources. The essay must be illustrated with photographic examples of their work as it had evolved</p>	<p>From January 1st students will plan for their final piece. This must be adventurous and ambitious showcasing the most refined skills by that particular student. Students will exhaust a wide variety of arrangements and compositions before finally realising their intentions.</p> <p>Commence work on their final piece (AO4). We encourage all our students to work at different scales, whatever is most appropriate to suit their style. All preparation work is mounted professionally to show a fluent creative journey from start to finish. To support their portfolio all primary source photographs are to be printed professionally mounted and in a sketchbook.</p> <p>An essay to support the contextual influences behind the project must also be completed and presented with the final exhibition.</p>	
Key Technical Vocabulary	Realising intentions, refine, independent, investigation, contextual, exceptional ability, analytical, analyse, specialist, Techniques, processes, aesthetics, interpretation, coherent, connections, reflecting, inspiration	Realising intentions, refine, independent, investigation, contextual, exceptional ability, analytical, analyse, specialist, Techniques, processes, aesthetics, interpretation, coherent, connections, reflecting, inspiration	
Opportunities for Reading	Specific to each student regarding the artist/cultures they cover within Unit1	Specific to each student regarding the artist/cultures they cover within Unit 2	
Developing Cultural Capital	Visits from past students. Visits from university's	Local gallery trips	



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Cross Curricular Links (Authentic Connections)			
Key Assessment	AO1,2,3 and 4 LC1 A* - U	AO1,2,3 and 4 LC2 A* - U	AO1,2,3 and 4 LC3 A* - U