



ART CURRICULUM MAP

Intent:

Through studying Art at RMGS our students will feel confident in their ability to express themselves, their creativity and ideas through effective and diverse visual communication.

They will be able to access cultural experiences and develop an appreciation for the arts; learning how to look, see, imagine and explore the world. As a department, we are passionate advocates for the life-changing nature of the Arts. Through a rich and diverse engagement in art and culture, we seek to ensure that young people reap the benefits of spiritual, moral, social and cultural development. Alongside this we look to develop confident, curious, reflective and knowledgeable students, who outwardly share an appreciation of the arts as part of a well-rounded education. We value the holistic nature of art and the ways in which it can enrich learning in a cross – curricular and interdisciplinary sense.

Art education at RMGS seeks to prepare our students for the challenges of the 21st century, empowering students to establish global understanding, the capacity for self-awareness, self – acceptance, respect, whilst enhancing critical thinking, creativity, communication and collaboration. We actively embed opportunities for PROUD (Philosophy, Reading, Oracy, Understanding the World and Debate) throughout our curriculum and provide rich learning opportunities for students to explore the ARCH traits of curiosity, happiness, aspiration, respect, articulation, teamwork, equality and to demonstrate resilience.

Our mission is for all students to enjoy and access the arts, benefiting from an inspiring, rewarding, enjoyable and thoughtfully sequenced curriculum at RMGS.

From Year 7 onwards students will secure a good knowledge and understanding of key skills in art and design, such as drawing, recording and making, alongside being able to confidently discuss and analyse the work of other artists, designers and craftspeople. They will be able to identify art movements, make contextual connections and develop their independence as artists in readiness for optional study at KS4 and 5. In Year 9 students will deepen their knowledge and understanding of media, materials and processes with a rotation whereby further specialist skills, such as printmaking, 3D work and textiles will be learnt. Every other year during Term 5 students will all create work in response to the theme of Carnival (for our whole – school community ANVIL event bi – annually)

YEAR 7	Introduction to Art	Elements of Art	Artists, Designers and Craftspeople	Drawing and Recording	Media, Materials, Processes and Outcomes	Cross – curricular project
Key Knowledge	Students will be introduced to art and design, aspiration and expectations. They will learn how to use curiosity, play and imagination to explore media, materials, processes and to express ideas.	Students will learn about line, shape, form, tone, value, texture, colour and pattern. Learning about the elements of art through studying the work of other artists and designers and through the creation of own work.	Learning about the diverse range of artists, designers and craftspeople throughout art history, but also currently working today. Being able to discuss and debate confidently opinions and ideas related to the work of others and visually respond through creation of work taking influence from others.	Understanding how to draw from observation, using both first and second-hand sources, different approaches to drawing. How to capture and record using photography, basics of lens – based media and developing a knowledge of how artists use drawing and recording to develop ideas and create artwork(s)	Key understanding of how to experiment, explore and identify the strengths and restrictions of different media, materials and processes. Being able to develop ideas towards outcome(s) and securing an understanding of the importance of composition in art and design.	How art and design links across diverse subject areas, making interdisciplinary links in learning how to work collaboratively to fulfil the aims of a brief. Recognising STEAM (Science, Technology, Engineering, Art, Maths) and linking knowledge and understanding across the curriculum.

Key Subject Skills	How to navigate the art rooms, knowing how to use and look after key media and materials. Being introduced to new media, materials and processes and starting to build confidence in visual communication of ideas.	Use of the formal elements in art: Line (thick, thin, continuous, quality of line) Shape (geometric, 2D) and Form (3D) Tone (shading, blending) Texture (mark – making) Colour (colour theory, warm / cool colours, primary,	Being able to recognise and identify key features and motifs used in the work of other artists, understand how to discuss and debate, including expressing own opinions, in relation to art and be able to visually respond and construct ideas influenced by the	Drawing from first – hand observation, second – hand observation. Drawing using different media such as pencil, pen, charcoal and chalk. Photography skills and understanding photography as another means of recording.	Exploring and refining use of a range of media, materials and processes, such as paint, collage, oil pastel and mixed – media responses. Developing ideas and designing and creating final outcome(s) out of sketchbooks. Being able to apply knowledge and	Being able to make connections across subjects and learning. Deepening understanding of who art, craft and design can contribute and enhance knowledge in a holistic sense and in differing contexts. Being able to work as a team and collaboratively
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		secondary, tertiary, complementary) Pattern (symmetrical, regular, half – drop repeat) Being able to identify the use of the formal elements in art in own work and the work of others.	work of other artists, designers and craftspeople.		understanding of composition.	to construct outcomes.
Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers. Year 7 are given a creative journal where they can freely explore a range of ways to express themselves, communicate effectively, develop their creative and critical thinking and make cross – curricular connections.					

Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.					
Home support	Encourage drawing, sketching, doodling and looking at artworks and discussing them, likes / dislikes / why?	Discuss the formal elements and encourage revision of what they are. Look at artworks and imagery and discuss how the	Any opportunities to look at books with artworks in them or visit art galleries and exhibitions. Remember visits to	Learn and take time to carefully look and notice, spending time observing the world, objects at home, the natural world, buildings,	Expose to as many different media, materials and processes as possible. Is there a particular media used in school that	Encourage reading and research around the cross – curricular links explored in school. Note in creative journals or in a notebook all the
		formal elements of have been used by the artist / designer	these places can be recorded and go towards an Arts half colour in cultural passports in planners	animals and people. Complete observational drawings, this should be from first hand. Start taking photographs as a means of capturing and recording interesting observations	it would be great to continue to practice with at home? Extending knowledge and understanding of the strengths and limitations of different media and materials for different purposes	links between art and other subjects studied, how are the knowledge and skills learnt and practiced transferable?

YEAR 8	Pop Art	Fauvism	Surrealism	Art movement selected by teacher and students	Buildings, Architecture and Fashion	Image and Word
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Key Knowledge	The underpinning concepts and themes of Pop Art and associated artists, such as Andy Warhol, Roy Lichtenstein, Peter Blake and Marjory Strider. How to use art movements to inspire own artworks. How Pop Art impacts today's visual culture.	The underpinning concepts and themes of Fauvism and associated artists, such as Henri Matisse, Emilie Charmy and Andre Derain. How Fauvism is both influenced by previous art movement and influenced future movement. Extending	The underpinning concepts and themes of Surrealism and associated artists, such as Salvador Dali, Rene Magritte, Dorothea Tanning, Frida Kahlo, Meret Oppenheim and links to film and video games which influence today's visual culture. Understanding how to apply surreal concepts to the development and execution of own work and ideas.	Development of knowledge and understanding of an art movement chosen collaboratively by the teacher and students depending on interests and areas for development. Students will gain an understanding of the themes underpinning this chosen	Introduction to building and architecture across different eras, influenced by different art movements and across the world. Introduction to fashion and how this is impacted by context and trends. How to construct 3D work and	Exploring how artists, historically and presently, use image and word, to create diverse artworks, from illustration, protest art and graphic design to graffiti. How to use the combination of image and word to effectively communicate ideas and narratives, effectively
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		understanding of colour theory through Fauvism and how to create own work in response to the Fauvist movement.		movement and create relevant work in response to learning.	using new media, materials and techniques to construct 3D outcomes.	express oneself, construct meaning and relay messages.
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Key Subject Skills	How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. Use of block colour, comic strips, advertising, branding, outlines, bold imagery, onomatopoeias through drawing, printmaking, photography, painting and collage.	How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. Colour theory and mark – making predominately through drawing, the use of oil pastels and painting.	How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. How to communicate conceptual ideas through drawing, collage, photography and mixed – media work, such as the making of a diorama.	How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. The media, materials and techniques used will be relevant to the art movement studied. Students will be stretched and challenged to explore beyond their comfort zone.	Use of cardboard to construct and clay / ceramics to create textured and 3D work. Opportunities to explore design, such as fashion and architecture. Perspective drawing (two and three point)	Painting, drawing, collage and mixed – media skills further refined. Typography, fonts and different ways of approaching visual communication. Reaffirming the links between literature and art.
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Personal development: - RSE - Online safety - Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.
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Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.					
Home support	Spend time looking and discussing branding and what sorts of colours, fonts and slogans are used in advertising. Draw from and / or photograph current pop culture items. Make a list of what constitutes popular culture today? Music, food, fashion, brands?	Discuss the use of colour in artworks when the opportunity arises. Research Fauvist artists which may not be covered in the lessons but which are of interest. Attempt to summarise the key principles of Fauvism. Have a go at creating a Fauvist landscape or	Observe current examples in films and video games of how surrealism has been used. Craete surreal scenes using objects in the home / outside of school and photograph them. Play surrealist games with friends and family, ideas here https://theartofeducation.edu/2022/05/may-5-visionary-surrealism-games-for-artstudents-of-any-age/	Support in research about the art movement chosen for study this term. This could also involve a gallery visit or perhaps there is a current exhibition which may support learning?	Draw buildings, this could be home or a view from out of the window if other buildings are visible. Take photographs of buildings which you find interesting. Research further about different types of architecture and fashion	Observe examples of graffiti and mural art in the local area and anywhere visited. Look through books which show examples of illustration and acknowledge the different styles and approaches used. Find a text or poem that you value and attempt to illustrate it or re – write sections,

		portrait at home.			throughout different periods of history in the UK and globally. Draw from fabric, trying to carefully observe the folds and creases and how this impact any pattern or creates shadows.	or construct your own creative writing piece in an artistic and creative way.
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*Please note that the project order of the Year 9 SOW may change dependent on teacher

YEAR 9	Printmaking	Printmaking and presentation	Islamic Art and graphics	Islamic Art and 3D	Fashion and Textiles	Fashion and Textiles
Key Knowledge	Different types of printmaking and the history of printmaking within the context of art and design (mono printing, relief printing, intaglio printing) Learning how to design and develop ideas for a purpose. Knowledge about printmakers and how the process of	Approaches to printmaking, how to prepare grounds for printmaking on, experimental printmaking and how to effectively present and exhibit work. The importance of an understanding of aesthetics in relation to the presentation of work and ideas.	Learning about the history of Islamic Art including a brief history of Islam. Learning Islamic pattern design through compass and ruler work. Preparing circle underlays such as the 'Flower of life' in order to find shapes on top in order to create	Converting 2-D Islamic designs into 3-D Shapes. Designing and developing 3-d shapes for a purpose. Knowledge of how to measure and fold accurately so that the integrity of the shapes is not compromised.	Introduction to different hand sewing techniques and surface manipulation techniques: Applique, pleating, embroidery, smocking, cold dying, shashiko, shibori, batik blok. The importance of note taking for processes as well	Experimental approaches to textile design to push the boundaries of traditional techniques. Wax dipping and casting, paper dipped in plaster, weaving with recycled materials, organic materials, resin, latex, PVA, PVC, plastics ...

	printmaking links to the creative industries today.		symmetrical patterns on top. Colour theory such as triadic colour schemes. Compass and ruler skills. Creating symmetrical Islamic patterns using accurate measuring. Colour theory and applying it to Islamic patterns. Tessellations.	Paper and card cutting and folding. Accurate measuring.	as presenting work in neat samples. Stuffed shapes collective sculpture.	Creating a wall hanging.
Key Subject Skills	Exploring initial ideas and designing for a purpose. Using other artists and imagery to influence the development of own ideas Mono – printing Poly – printing	Lino – printing Collagraph printing Presenting and curating work appropriately and effectively	Gathering and presenting research. Selecting literary inspiration. Calligraphy Photoshop edition (cut and paste) Masking layers Presenting work in a clear sequence and annotated effectively for viewer	Making connections between art and numeracy. Converting 2D to 3D through exploration of media and materials. Developing confidence in the use of 3D materials and processes in art and design	Exploring fibrebased techniques within a theme. Research of both technique and textile designers to inform own ideas. Presentation of own sampling work professionally and creatively using technical terminology	To develop the ability to think about the materiality of different fibres and their properties as well as considering sensory and visual impact
Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.					

Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.					
Home support	Start to notice how printmaking is still used today, through reproductions on t – shirts, clothing, soft furnishings, cards and so on. Take photographs which will assist in the drawing and development of ideas for the design of prints.	Observe the different ways in which people present and curate artworks. Visit a gallery or exhibition and observe the choice of frames, different ways of hanging work and the alternative choices available for displaying art.	Research Islamic modern poetry Research Islamic art festivals: biennale, Sharjah and Islamic art magazines Take pictures of Nashir Mosque in Gillingham for inspiration Hayakal al Noor, 'Bodies of Light' Soraya Syed, 'Hurriya'	Following the designing of a 3D structure, write a statement of intent – read other artists and designers 'statement of intents.' Observe and visit examples of 3D work in every day life. Photograph these where possible.	Explore fashion garments that incorporate surface manipulation techniques and photograph for inspiration file with annotations considering and hypothesising how they would have been made	Gather organic material and recycled items for textile design for wall pieces

Key stage 4: GCSE

At KS4 and 5 we offer a qualification in Art, Design and Craft using the AQA syllabus for both GCSE and A Level. Many students go on to successful careers in the arts and creative industries and study degrees such as fine art, animation, architecture, illustration and art history.

YEAR 10	Introduction to GCSE Art and Natural Forms	Coursework project Natural Forms	Natural Forms Coursework project	Natural Forms Coursework Project	Figures / 3d project	Additional Question / Theme
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	Coursework project					
Key Knowledge	Introduction to GCSE Art and Design, Assessment Criteria requirements and course overview. Observational photography and drawings from Natural Forms, exploring a range of media, materials and techniques and an introduction to a variety of different contextual stimuli and artists, designers and craftspeople who explore Natural Forms through their work.	In – depth analysis of contextual influences, artists, designers and craftspeople who explore the theme of Natural Forms through their work. Further exploration of new techniques in order to grasp an understanding of how to refine the use of media and materials when recording ideas, insights and observations. How to annotate own work and ideas to assist in communication.	How to develop an idea towards personal response and final outcome(s) How to organise time appropriately in preparation for mock art exam. Producing outcomes and evaluating them.	Refining the use of a range of media, materials and processes in response to contextual references, the work of other artists, designers and craftspeople. How to communicate and record ideas as they evolve and how to then develop these towards effective outcomes.	Introduction to Figures project. Studying and developing knowledge of artists, designers and craftspeople who have explored Figures through their work. Furthering knowledge and understanding of 3D work and alternative ways to visually communicate ideas.	Introduction to a new topic to develop coursework in a new, further personal direction. Research into chosen theme and related artists and contextual resources to aid in the development and exploration of own ideas and outcomes.

Key Subject Skills	Students will be refining skills required in order to successfully meet the AQA GCSE Art and Design assessment criteria below: A01 – Develop ideas through investigations, demonstrating critical understanding of sources. A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The practical skills covered will include, but not be exclusive to: drawing using a range of implements (such as oil pastel, chalk pastel, ink, charcoal, pen) painting, photography, printmaking, mixed – media, ceramics, wire construction, batik.
Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. There will also be the opportunity to attend trips to galleries to expand cultural capital. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.
Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event’s organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.

Home support	Support in opportunities to visit places where first hand observational photographs and drawings of Natural Forms can be created and captured.	Visit a gallery (local or national) or a museum which will assist in the gathering of information and research about artists, designers and craftspeople who have used Natural Forms to inspire ideas and work.	Look online at BBC Bitesize GCSE Art and Design guidance on developing an idea. Use online resource such as Colossal https://www.thisiscolossal.com/ to try and broaden influences for ideas towards final outcomes.	Discuss and talk about final ideas and ideas for outcome(s). Support in the production of a small – scale version / moquette to practice. Are there any particular media or materials needed?	Visit museums and galleries which have examples of 3dimensional artwork, sculptures and / or figures related work. Look around local area for examples of artists sculptures or figures captured in architecture.	Visiting and recording any visits to places which may assist in chosen theme, this is not exclusive to galleries, the links could be contextual.
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YEAR 11	Coursework project	Coursework project	Exam project	Exam Project	Exam Project	
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Key Knowledge	Observational drawings and photographs linked to chosen theme and question to support experimental work and the development of ideas. Experimenting with a range of suitable media and materials and refining the use of these, alongside own ideas.	Development of ideas towards final outcome(s) How to communicate and refine ideas and create effective personal and meaningful outcome(s) How to reflect and evaluate ideas as they progress and once seen to fruition.	How to select an exam question and theme and initial research and mind mapping of ideas. Using artists, craftspeople and designers, both suggested on the paper alongside those found independently to unpack and explore both the chosen theme and ideas.	Observational drawing and photographs which will support the development of ideas.	Developing and finalising ideas and how to use exam time effectively to create good quality, confident and ambitious outcome(s) 10 – hour exam period.	
Key Subject Skills	Students will be refining skills required in order to successfully meet the AQA GCSE Art and Design assessment criteria below: A01 – Develop ideas through investigations, demonstrating critical understanding of sources. A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The practical skills covered will include, but not be exclusive to: drawing using a range of implements (such as oil pastel, chalk pastel, ink, charcoal, pen) painting, photography, printmaking, mixed – media, ceramics, wire construction, batik.					

Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. There will also be the opportunity to attend trips to galleries to expand cultural capital. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.
Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.
Home support	Students should be adding to their sketchbook at home, this may be engaging in additional artist and contextual research, drawing, taking photographs as a reference to draw from, exploring alternative media, materials, processes and techniques available to them at home in order to further develop ideas, or planning for outcomes outside of their sketchbook. Any additional trips to galleries or museums which have artefacts which link to the theme chosen for Y11 coursework project and exam question / theme will assist. Looking on BBC Bitesize, art galleries online (such as the Tate) or sites such as thisiscolossal would also be advisable. Art portfolio sites are also available, relevant YouTube art tutorials, researching artists and looking at current artists websites and collecting any visual stimulus that can be referenced to use to develop own creative ideas and responses.

Key Stage 5: A levels

YEAR 12	Introduction to A Level Art and Still Life project	Figures / Portraiture project	Assemblage	Art History	Personal Project	Personal Project
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Key Knowledge	Introduction to A Level art, the requirements and	Developing knowledge and understanding of figure / portrait	Exploring ways in which artists have used assemblage, conceptual and	Developing a deeper knowledge and understanding of art history. Being able to	Identifying a question, statement, artist and / or art	Visual recording and development of ideas in response to research findings
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	relevant assessment criteria. Knowledge and understanding about key still life artists, both historical and current. Observational drawing and recording using a range of media, exploring scale and alternative approaches which may be new to students to develop confidence in taking creative risks.	artists. Students will start to further refine their ability to analyse, discuss and write about the work of other artists. They will explore and experiment with both 2D and 3D ways of visually communicating the human figure.	contemporary art to play with ideas. We will be looking at artists such as Joseph Cornell, Robert Rauschenberg and Tomoko Takahashi. Knowledge and understanding of how to use mixed – media and methods such as installation to express ideas and concepts.	recognise art movements and the key artists who have contributed to these. Being able to construct a timeline of art history and establish which areas of this are of most interest in readiness for personal projects. Being able to create work inspired by certain areas of art history. Having a broad and inclusive understanding of how those often underrepresented in the history of art have been key contributors to the development of visual culture.	movement which is of interest to use as a starting point for research and exploration. Learning how to develop and devise own personal project topic. Beginning research in response to chosen personal project theme.	and personal project theme. Exploration with relevant media, materials and processes in order to further develop ideas as they progress. Annotating and reflecting on work and ideas throughout.
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Key subjects Skills	Students will be refining skills required in order to successfully meet the AQA A Level Art and Design assessment criteria below: - AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. - AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. - AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. - AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.
Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. There will also be the opportunity to attend trips to galleries to expand cultural capital. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.
Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event’s organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.

Home support	Draw and photograph from still life compositions constructed at home. Look online at galleries and examples of still life throughout art history.	Attempt to sketch and draw figures and / or portraits of family and friends at home. Capture photographs to work from of family and friends. Look into any life drawing opportunities that may be accessible now or in the future.	Collect items which may be useful for using in an assemblage art piece. This could be for collections of manmade or natural objects. Visit any galleries or museums which house collections of assemblage as art.	Explore online gallery resources which enable a good overview of art history and key art movements, both past and present. Read books on the history of art, such as The Story of Art (E.H.Grombrich) The Story of Art Without Men (Katy Hessel) Art The Definitive Visual Guide (Andrew Graham Dixon) or A Little History of Art (Charlotte Mullins)	Visiting museums and galleries and making contextual and cultural links and visits which will assist in unpacking and exploring chosen personal project theme. Recording findings in sketchbook.	Taking photographs of and doing observational drawing from, relevant sources linked to personal project theme. Recording and annotating in sketchbook throughout the process.
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YEAR 13	Personal Project	Art Essay	Exam project	Exam project	Exam project	
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Key Knowledge	How to create meaningful, ambitious and personal outcomes in response to findings from research, experimentation and the development of ideas for the personal project.	How to approach an essay within the context of art and design. The essay component must be no less than 1,000 words and no more than 3,000. How to use academic referencing correctly. How to effectively and confidently write about artworks, compare and contrast using both objective knowledge and understanding, critical thinking and engagement with the subject matter and themes and express own opinions and thinking.	How to choose a theme which is going to enable students to challenge themselves and showcase learning in relation to creativity and skills in relation to the use of media, materials and exploration of ideas. Begin to mind map and research in response to chosen theme.	Gathering photographs, initial drawings and sketches and beginning to develop ideas in response to research related to chosen theme. Exploration of suitable and relevant media, materials, techniques and processes.	Developing ideas towards final outcomes in readiness for 15 – hour art exam.	
Key subjects Skills	Students will be refining skills required in order to successfully meet the AQA A Level Art and Design assessment criteria below: - AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. - AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. - AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.					

	- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Students will also be preparing for next steps in their academic journey and / or careers and therefore refining the skills needed to succeed in these. They will be developing both their skills in essay writing, using the correct academic referencing and how to construct a portfolio / present their work and ideas effectively.
Personal development: • RSE • Online safety • Enrichment	The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence. Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club. There will also be the opportunity to attend trips to galleries to expand cultural capital. The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.
Connections with careers	There are many careers, both in and out of the creative industries, in which the study of art and design complement, such as, but not exclusive to: 3D model maker, photographer, illustrator, graphic designer, fashion designer, architect, advertising art director, animator, archivist, art editor, art historian, art educator, art therapist, art valuer, arts policy maker, arts researcher, ceramicist, blacksmith, community artist, computer games designer, concept artist, costume designer, design and development engineer, engraver, printmaker, gallery assistant, curator, film editor, film special effects designer, furniture designer, event's organiser, game artist, goldsmith, jewellery maker, graphic novelist, interior designer, learning resource manager, medical illustrator, marketing manager, photojournalist, product designer. In the 21st century world we need resourceful, imaginative and creative solutions to complex problems and the study of art assists in preparing young people, who possess the necessary skills and that are adaptable for this future. We make links with these skills and careers wherever possible.

Home support

Students should be adding to their sketchbook at home, this may be engaging in additional artist and contextual research, drawing, taking photographs as a reference to draw from, exploring alternative media, materials, processes and techniques available to them at home in order to further develop ideas, or planning for outcomes outside of their sketchbook.

Any additional trips to galleries or museums which have artefacts which link to the theme chosen for Y11 coursework project and exam question / theme will assist.

Looking at art galleries online (such as the Tate) or sites such as [thisiscolossal](http://thisiscolossal.com) would also be advisable. Art portfolio sites are also available, relevant YouTube art tutorials, researching artists and looking at current artists websites and collecting any visual stimulus that can be referenced to use to develop own creative ideas and responses.

Having conversations about what may be created in the 15-hour art exam, how might the time be managed, what will be achieved by the end of each hour / day.

Students may need some support with the construction of a portfolio if they are interested in an arts – based course in further / higher education.