

| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Colour theory and skills building | Colour theory and skills building | Colour theory and skills building | Monsters and mythical creatures | Monsters and mythical creatures | Monsters and mythical creatures |
| Prior knowledge (from previous year/ key stage). | Using pencil to create tone Primary and secondary sources | Using watercolours Shading and blending in pencil | Using watercolours Shading and blending in pencil crayon, watercolours and pencil | Using pencil to create tone 3D modelling Oil pastels | 3D modelling Using pencil to create tone Writing about an artist/artwork | 3D modelling Using pencil to create tone |
| Key skills | Students will: learn how to shade and blend using pencil Learn how to draw from primary and secondary sources | Students will: Learn how to draw from primary and secondary sources Learn about the colour wheel and how different colours interact with each other Study colour theory | Students will: Learn how to shade and blend in watercolours and coloured pencil crayon Use watercolours to recreate 'Starry Night' by Van Gogh Learn how to study and respond to a piece of artwork | Students will: Create an observational drawing of a dragon eye in pencil Use oil pastels to create an observational piece Create observational drawings in pencil | Students will: Study the work of Jimmy Alonzo Create their own monster designs | Students will: Illustrate their own monsters Create their own designed monster in clay |
| Assessment | Baseline drawing test (image of a frog, drawn in pencil) | | Van Gogh watercolour and writing piece | | | 3D clay piece |
| How can you help? | You can support your child's learning in Art by encouraging them to be curious and creative. Ask them about the projects they're working on and what inspires them. Providing basic art supplies at home, like pencils, sketchbooks, or paints, can help them practice and explore their ideas outside of school. Visits to museums, galleries, or even online art websites can spark their imagination and deepen their understanding. Encourage them to try new techniques and not worry about making mistakes — creativity grows through experimenting! Showing interest and celebrating their efforts will boost their confidence and enjoyment of art. | | | | | |
| Reading list | <ul style="list-style-type: none"> • The Usborne Introduction to Art – Rosie Dickins • Art Lab for Kids – Susan Schwake • You Are an Artist – Sarah Urist Green • 13 Artists Children Should Know – Angela Wenzel • Children's Book of Art – DK Publishing | | | | | |
| Useful websites | <ul style="list-style-type: none"> • Tate Kids – https://www.tate.org.uk/kids Games, quizzes, artist profiles, and art-making activities. | | | | | |

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| | <ul style="list-style-type: none">• National Gallery: Take One Picture – https://www.nationalgallery.org.uk/learning/teachers-and-schools/take-one-picture Explore one artwork through creative projects and ideas.• The Met Kids – https://www.metmuseum.org/art/online-features/metkids Interactive art explorations, behind-the-scenes videos, and creative prompts.• Artsology – https://www.artsology.com Fun art games, puzzles, and resources to learn about art and artists.• Art for Kids Hub – https://www.artforkidshub.com Step-by-step drawing and painting video tutorials (great for home practice).• Tate Paint Game – https://www.tate.org.uk/kids/games-quizzes/tate-paint A fun online tool for experimenting with digital painting and design. |
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| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Bugs | Bugs | Illustration | Illustration | Cakes | Cakes |
| Prior knowledge (from previous year/ key stage) | Shading and blending in pencil Watercolour skills Artist research and writing about an artwork | Observational drawing skills in pencil, pen and pencil crayon Artist research and writing about an artwork | Observational drawing skills in pencil, pen and pencil crayon Artist research and writing about an artwork | Artist research and writing about an artwork Shading and blending using pencil crayon Shading and blending using watercolours | Observational drawing skills in pencil, pen, pencil crayon, and watercolour Artist research and writing about an artwork | 3D modelling skills Painting skills Using a net to make a 3D shape |
| Key skills | Students will: Create an observational drawing of a butterfly in pencil Create a Watercolour of a beetle Research Artist Rosalind Monks | Students will: Reproduce an artwork by Rosalind Monks Look at Zentangling Create a zentangle bug Create a pencil drawing of a bee | Students will: Study the poem 'The Lion' by Roald Dahl, and illustrate this in their own style Study the artist and artwork of Quentin Blake Reproduce a piece of work by Quentin Blake | Students will: Study the work of Axel Sheffler Reproduce a piece of work by Axel Sheffler: Zog Illustrate the poem 'The Giant Panteater' | Students will: Create an observational pencil drawing of a custard cream Study and reproduce the work of Georgina Luck Create a pencil crayon study of a cupcake | Students will: Design and create a 3D cake using a net, paper mâché, and paint (mixed media) |
| Assessment | Butterfly drawing in pencil | | The Lion poem illustration | | Georgina Luck artist research | |
| How can you help? | You can support your child's learning in Art by encouraging them to be curious and creative. Ask them about the projects they're working on and what inspires them. Providing basic art supplies at home, like pencils, sketchbooks, or paints, can help them practice and explore their ideas outside of school. Visits to museums, galleries, or even online art websites can spark their imagination and deepen their understanding. Encourage them to try new techniques and not worry about making mistakes — creativity grows through experimenting! Showing interest and celebrating their efforts will boost their confidence and enjoyment of art. | | | | | |
| Reading list | <ul style="list-style-type: none"> The Story of Paintings: A History of Art for Children – Mick Manning & Brita Granström A chronological journey through art history with key artists and movements. Draw Paint Print Like the Great Artists – Marion Deuchars Creative projects inspired by famous artists, encouraging students to make art in similar styles. | | | | | |

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| | <ul style="list-style-type: none"> • Great Women Artists – Helena Reckitt (Younger Readers Edition) An inspiring introduction to female artists and their groundbreaking work. • Modern Art Explorer – Alice Harman A look at exciting modern and contemporary artworks with fun explanations and activities. • How to Be an Artist – Jerry Saltz • A simple, motivational book with short, creative ideas (adapted for younger readers). • Street Art Sketchbook – 100+ Pages to Create Your Own Graffiti-Inspired Art Great for encouraging personal style and creative expression in urban and modern art forms. |
| Useful websites | <ul style="list-style-type: none"> • Tate Kids – https://www.tate.org.uk/kids Fun games, artist profiles, and art activities for young learners. • Google Arts & Culture – https://artsandculture.google.com Explore artwork, artists, and museums from around the world. • The Met Kids – https://www.metmuseum.org/art/online-features/metkids Interactive features, videos, and a virtual time machine for exploring art history. • BBC Bitesize: Art & Design KS3 – https://www.bbc.co.uk/bitesize/subjects/z6f3cdm Learn about materials, techniques, famous artists, and art movements. • Artsology – https://www.artsology.com Games, activities, and investigations that make learning about art fun. |

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Portraits | Portraits | Skulls | Skulls | Tools | Tools |
| Prior knowledge (from previous year/ key stage) | Shading and blending in pencil Drawing from a secondary source | Illustration skills using felt tips Artist research and writing about an artwork | Shading and blending in pencil and pencil crayon Drawing from a secondary source | Artist research and writing about an artwork Observational drawing using pen and pencil | Artist research and writing about an artwork Observational drawing using pencil Drawing from a primary/secondary source | Observational drawing using pencil and pencil crayon Continuous line drawing Colour theory |
| Key skills/ powerful knowledge | Students will: Learn the correct proportions of the face Study the features of the face in pencil and biro (pen). | Students will: Research and respond to the artist Hattie Stewart by creating a portrait in her style | Students will: Create a watercolour of an animal skull Create an observational drawing of a skull on toned paper | Students will: Research and respond to the artist Paul Jackson | Students will: Recreate an observational drawing by Cath Riley Research and respond to the artist Jim Dine Study continuous line drawings | Students will: use skills of pencil, continuous line, and pencil crayon to create a mixed media piece inspired by Jim Dine |
| Assessment | | Tonal half portrait of Ian Mckellen | | Paul Jackson Artist research | | Continuous line drawing of tools in Arbitrary colour |
| How can you help? | You can support your child's learning in Art by encouraging them to be curious and creative. Ask them about the projects they're working on and what inspires them. Providing basic art supplies at home, like pencils, sketchbooks, or paints, can help them practice and explore their ideas outside of school. Visits to museums, galleries, or even online art websites can spark their imagination and deepen their understanding. Encourage them to try new techniques and not worry about making mistakes — creativity grows through experimenting! Showing interest and celebrating their efforts will boost their confidence and enjoyment of art. | | | | | |
| Reading list | <ul style="list-style-type: none"> • Steal Like an Artist: 10 Things Nobody Told You About Being Creative – Austin Kleon A super cool, easy read full of creative advice and ideas to spark originality. • Draw Every Day, Draw Every Way – Jennifer Orkin Lewis Packed with fun drawing prompts and challenges to get students making art daily. • The Artist's Way for Teens – Julia Cameron and Emma Lively A creativity-boosting guide with exercises, journaling, and inspiring ideas tailored for teens. • The Doodle Revolution: Unlock the Power to Think Differently – Sunni Brown Explores how doodling can boost creativity and problem-solving—perfect for active learners. | | | | | |

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| | <ul style="list-style-type: none"> • Kid Artists: True Tales of Childhood from Creative Legends – David Stabler Entertaining stories about famous artists as kids, showing how creativity can start young and wild. |
| Useful websites | <ul style="list-style-type: none"> • Art for Kids Hub – https://www.artforkidshub.com Step-by-step drawing and painting videos that are easy to follow and super fun. • The Jealous Curator – https://www.thejealouscurator.com/blog Inspiring blog featuring cool contemporary art and creative ideas to spark imagination. • Creative Bloq – https://www.creativebloq.com Articles, tutorials, and inspiration for all kinds of art and design projects. • Drawspace – https://www.drawspace.com Free online drawing lessons and interactive projects suitable for teens. • Doodle Addicts – https://www.doodleaddicts.com A community site full of doodle challenges, artist showcases, and fun creative prompts. |

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum | Coursework project | | | | | |
| Content | | | | | | |
| Prior knowledge (from previous year/ key stage) | Using a variety of media to make artworks which respond to individual contextual research of artists and artworks | | | | | |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p><u>GCSE Art and Design Assessment Objectives:</u></p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>This objective focuses on researching and exploring ideas from artists, designers, or other relevant sources related to your theme. You need to gather and present both visual and written information that helps you form your own creative ideas. For example, you might create mood boards or collages inspired by artists, write notes explaining why you chose particular sources, or annotate your sketches to show how you have been influenced by other artists. It's important to use a variety of sources such as books, the internet, museums, or your own photographs. Remember to explain your choices thoughtfully rather than just copying images, and keep your research organized and relevant to your project.</p> <p>AO2: Refine work by experimenting with appropriate media, materials, techniques, and processes</p> <p>AO2 requires you to try different materials and techniques to develop your ideas and improve your skills. You should show how your understanding of different media affects your work. This might include experimenting with watercolours, acrylics, charcoal, or other materials, testing different brush strokes, layering, or collage methods, and creating textures or patterns connected to your theme. Take creative risks by trying new methods, keep samples of your experiments, and reflect on what you learned to help improve your final piece.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions</p> <p>This objective is about documenting your creative process through detailed sketches, notes, photographs, and other records. These recordings should help you understand and develop your ideas. Examples include observational drawings from life or photographs, photos of textures or shapes that inspire you, and reflective notes about how your work is progressing. Be detailed and purposeful in your records, use a mix of drawing, writing, and photography, and ensure all your recordings are connected to your project goals.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>For AO4, your final piece should clearly show your own ideas and intentions. You need to use visual elements such as colour, line, shape, texture, and composition deliberately to communicate meaning. For example, you might create a painting that expresses your feelings using bold colours and thoughtful composition, design a piece that solves a creative problem with strong visual impact, or sculpt a work that reflects your theme and demonstrates skill with materials. Plan your final work carefully, drawing on your research and experiments, and aim to showcase your personal creativity and style.</p> | | | | | |
| Key skills | The GCSE Art course encourages students to develop a broad range of essential artistic skills. These include observational drawing, using line, tone, texture, and colour effectively, as well as experimenting with different materials and techniques such as painting, printmaking, sculpture, and mixed media. Critical thinking and visual analysis are vital, as students learn to research and evaluate artists, movements, and their own work to inform and refine their creative ideas. The course also fosters creativity, personal expression, and the ability to communicate ideas visually. Time management and presentation skills are | | | | | |

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| | important for completing projects and preparing portfolios, supporting students in becoming confident, independent artists ready for further study or careers in creative industries. | |
| Assessment | Regular marking against assessment objectives | Mock exams |
| How can you help? | Supporting your child's GCSE Art journey can make a big difference in their confidence and progress. Encourage them to set aside regular time for working on projects and exploring their ideas. Show interest in their artwork by asking questions about their creative choices and the artists or themes they are studying. Providing a quiet, well-lit space for drawing and painting can help them focus. If possible, visits to local galleries, museums, or exhibitions can inspire and broaden their understanding of art. Encourage them to keep a sketchbook and experiment with different materials at home. Most importantly, offer positive encouragement and remind them that creativity is a process — it's okay to make mistakes and try new things. Your support and interest can motivate them to do their best and enjoy the course. | |
| Reading list | <ul style="list-style-type: none"> • Steal Like an Artist: 10 Things Nobody Told You About Being Creative – Austin Kleon A motivational and visually engaging guide to unlocking creativity, great for building confidence and originality. • How to Draw Cool Stuff: A Drawing Guide for Teachers and Students – Catherine V. Holmes Practical, approachable tutorials covering popular drawing techniques to boost skills. • Art That Changed the World – DK Publishing A vibrant visual exploration of the artworks and artists that have shaped history and culture. • Creative Confidence: Unleashing the Creative Potential Within Us All – Tom Kelley & David Kelley Encourages students to embrace creativity and innovation in all areas of life. • The Art Book for Students – Editors of Phaidon A student-friendly guide to major artists, styles, and movements with beautiful images and accessible text. | |
| Useful links | <p>https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/scheme-of-assessment</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/5</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/6</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zjymp9q</p> <ul style="list-style-type: none"> • Google Arts & Culture – https://artsandculture.google.com Virtual tours, detailed artwork views, and educational resources from top museums worldwide. • The Art Story – https://www.theartstory.org In-depth info on modern art movements and influential artists—great for research and essays. • Tate Learning – https://www.tate.org.uk/learn Articles, videos, and teacher resources exploring contemporary and historical art. | |

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| | <ul style="list-style-type: none">• Drawspace – https://www.drawspace.com Drawing lessons and exercises to refine technical skills.• The Jealous Curator – https://www.thejealouscurator.com/blog A blog featuring inspiring contemporary artists and creative approaches. |
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| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum | Coursework project | | EST (externally set task) | | | |
| Content | | | | | | |
| Prior knowledge (from previous year/ key stage) | Using a variety of media to make artworks which respond to individual contextual research of artists and artworks | | | | | |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p><u>GCSE Art and Design Assessment Objectives:</u></p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>This objective focuses on researching and exploring ideas from artists, designers, or other relevant sources related to your theme. You need to gather and present both visual and written information that helps you form your own creative ideas. For example, you might create mood boards or collages inspired by artists, write notes explaining why you chose particular sources, or annotate your sketches to show how you have been influenced by other artists. It's important to use a variety of sources such as books, the internet, museums, or your own photographs. Remember to explain your choices thoughtfully rather than just copying images, and keep your research organized and relevant to your project.</p> <p>AO2: Refine work by experimenting with appropriate media, materials, techniques, and processes</p> <p>AO2 requires you to try different materials and techniques to develop your ideas and improve your skills. You should show how your understanding of different media affects your work. This might include experimenting with watercolours, acrylics, charcoal, or other materials, testing different brush strokes, layering, or collage methods, and creating textures or patterns connected to your theme. Take creative risks by trying new methods, keep samples of your experiments, and reflect on what you learned to help improve your final piece.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions</p> <p>This objective is about documenting your creative process through detailed sketches, notes, photographs, and other records. These recordings should help you understand and develop your ideas. Examples include observational drawings from life or photographs, photos of textures or shapes that inspire you, and reflective notes about how your work is progressing. Be detailed and purposeful in your records, use a mix of drawing, writing, and photography, and ensure all your recordings are connected to your project goals.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>For AO4, your final piece should clearly show your own ideas and intentions. You need to use visual elements such as colour, line, shape, texture, and composition deliberately to communicate meaning. For example, you might create a painting that expresses your feelings using bold colours and thoughtful composition, design a piece that solves a creative problem with strong visual impact, or sculpt a work that reflects your theme and demonstrates skill with materials. Plan your final work carefully, drawing on your research and experiments, and aim to showcase your personal creativity and style.</p> | | | | | |
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| | and presentation skills are important for completing projects and preparing portfolios, supporting students in becoming confident, independent artists ready for further study or careers in creative industries. | | |
| Assessment | Regular marking against assessment objectives | Exam | |
| How can you help? | Supporting your child's GCSE Art journey can make a big difference in their confidence and progress. Encourage them to set aside regular time for working on projects and exploring their ideas. Show interest in their artwork by asking questions about their creative choices and the artists or themes they are studying. Providing a quiet, well-lit space for drawing and painting can help them focus. If possible, visits to local galleries, museums, or exhibitions can inspire and broaden their understanding of art. Encourage them to keep a sketchbook and experiment with different materials at home. Most importantly, offer positive encouragement and remind them that creativity is a process — it's okay to make mistakes and try new things. Your support and interest can motivate them to do their best and enjoy the course. | | |
| Reading list | <ul style="list-style-type: none"> • Steal Like an Artist: 10 Things Nobody Told You About Being Creative – Austin Kleon Inspiring, easy-to-read advice on creativity and originality—perfect for boosting confidence. • Drawing on the Right Side of the Brain – Betty Edwards Classic book on improving drawing skills through observational techniques. • Ways of Seeing – John Berger Encourages critical thinking about how we interpret and engage with art and images. • Art: A Visual History – Robert Cumming A comprehensive but accessible overview of art history, styles, and movements with lots of visuals. • The Sketchbook Challenge: Techniques, Prompts and Projects to Inspire Creativity – Sue Bleiweiss A practical, fun guide for developing sketchbook skills and creative habits. | | |
| Useful links | <p>https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/scheme-of-assessment</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/5</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/6</p> <p>https://www.bbc.co.uk/bitesize/examspecs/ziymp9a</p> <ul style="list-style-type: none"> • Google Arts & Culture – https://artsandculture.google.com Virtual tours, detailed artwork views, and educational resources from top museums worldwide. • The Art Story – https://www.theartstory.org In-depth info on modern art movements and influential artists—great for research and essays. | | |

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| | <ul style="list-style-type: none">• Tate Learning – https://www.tate.org.uk/learn Articles, videos, and teacher resources exploring contemporary and historical art.• Drawspace – https://www.drawspace.com Drawing lessons and exercises to refine technical skills.• The Jealous Curator – https://www.thejealouscurator.com/blog A blog featuring inspiring contemporary artists and creative approaches. |
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