

## **Art**

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### **Subject Intent:**

At Pool Hayes School, our Art and Design curriculum is designed to inspire creativity, foster individual expression, and develop critical thinking through a broad and engaging exploration of visual arts. Our aim is to nurture confident, independent learners who appreciate and understand the power of art in shaping cultures, communicating ideas, and reflecting the human experience.

From Key Stage 3 through to GCSE and beyond, students are given opportunities to develop their practical skills across a wide range of media including drawing, painting, printmaking, digital art, sculpture, and textiles. Our curriculum encourages students to investigate both historical and contemporary artists, learning how visual language communicates meaning across time and culture.

We focus on building technical proficiency alongside conceptual understanding. Through structured and open-ended projects, students learn to research, experiment, reflect, and refine their work. This process-driven approach ensures that each learner progresses according to their own creative journey, while also meeting national standards.

Assessment in Art and Design is ongoing and formative, giving students meaningful feedback that supports growth and self-awareness. At Key Stage 4, students follow the AQA GCSE Art and Design course, producing a personal portfolio and responding to externally set assignments that demonstrate their understanding and artistic development.

Our passionate and experienced art staff provide a supportive environment that encourages risk-taking, innovation, and a love for the visual arts. Whether students go on to pursue art professionally or simply as a lifelong interest, we aim to equip them with the visual literacy, confidence, and creative problem-solving skills needed in the modern world.

### **Key Stage 3 (Years 7–9): Building Skills, Confidence, and Creative Thinking**

Our Key Stage 3 curriculum focuses on developing strong foundations in both practical skills and creative thinking. Each year is carefully sequenced to build on prior knowledge, ensuring that students grow in both technique and personal expression.

- **Year 7** begins with a focus on **colour theory and core drawing skills**. Students learn to shade, blend, and use media like pencil, watercolours, and oil pastels. In the summer term, the curriculum comes to life through an imaginative **Monsters and Mythical Creatures** project, where students develop their ideas into 3D clay models.
- In **Year 8**, students explore more complex themes such as **Bugs, Illustration, and Cakes**. They study artists like Rosalind Monks, Quentin Blake, and Georgina Luck, learning how to respond to artworks and develop their own illustrative style. Projects become more layered with the introduction of 3D work using nets and papier-mâché.

- **Year 9** continues to refine students' observational drawing and conceptual development. Themes such as **Portraiture, Natural Forms, and Tools** allow students to investigate artists including Hattie Stewart, Paul Jackson, Cath Riley, and Jim Dine. Key skills such as proportion, line drawing, and mixed media techniques are developed in preparation for GCSE.

Across Key Stage 3, students engage in meaningful artist research, writing about artworks, and responding practically through creative outcomes. Assessment is continuous, with clear checkpoints such as tonal portraits, artist studies, and 3D projects.

#### **Key Stage 4 (Years 10–11): Expressing Independent Ideas with Depth and Purpose**

At GCSE, students follow the **AQA Art and Design** specification. The focus is on producing a **personal portfolio** of work that explores a theme or idea through sustained investigation, experimentation, and refinement.

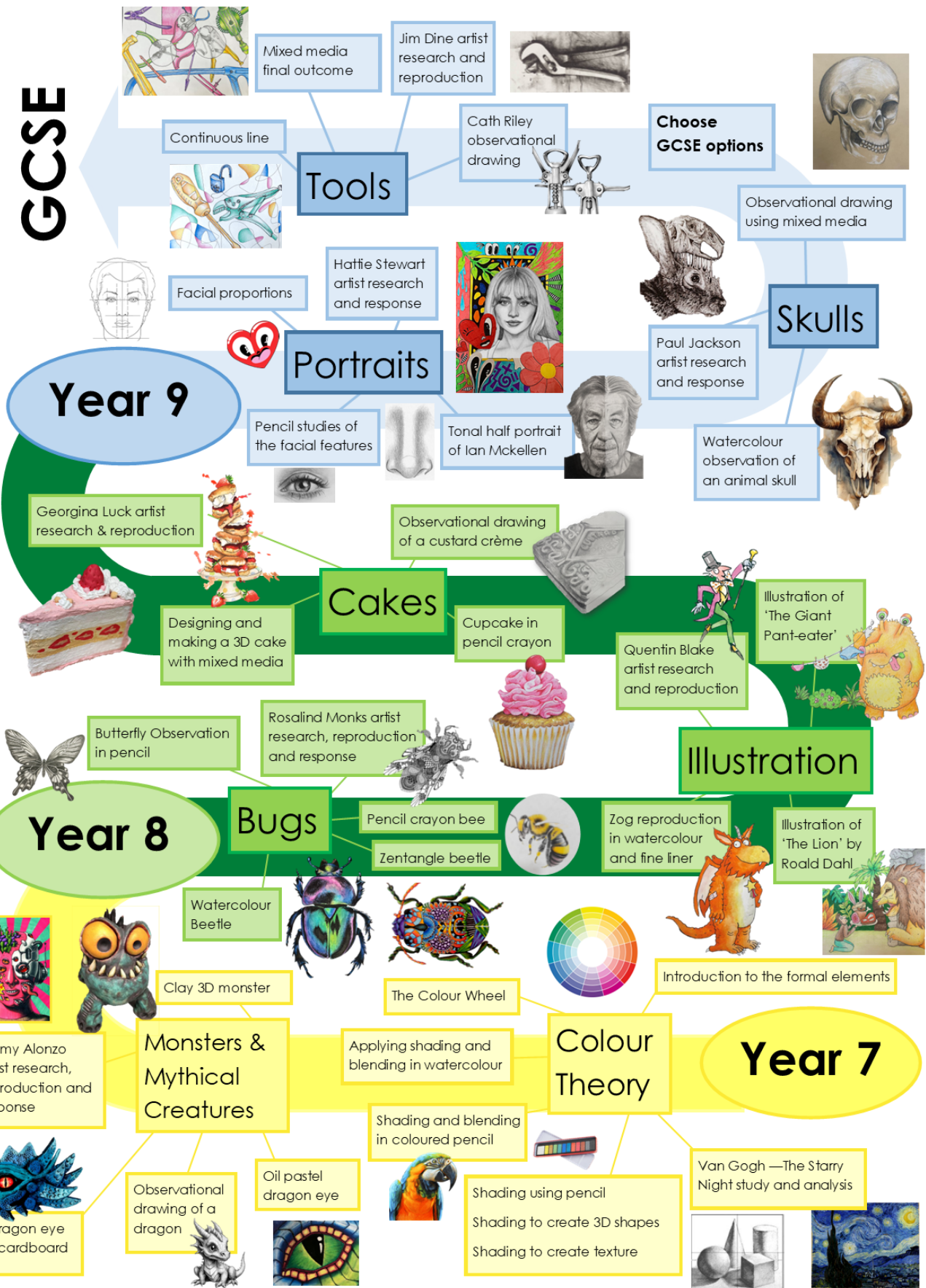
- In **Year 10**, students begin their **coursework project**, learning how to independently research artists, develop their ideas, and create a body of work using a wide range of media. They receive regular feedback against the four AQA Assessment Objectives, with dedicated time for media exploration and contextual research.
- In **Year 11**, students complete their coursework and prepare for the **Externally Set Task (EST)**, which culminates in a final exam piece. Throughout the year, we support students in managing their time, refining their ideas, and pushing the quality and creativity of their outcomes.

We provide clear guidance and personalised support to help students succeed, both in terms of their technical ability and the narrative strength of their work.

#### **Learning Journey:**

# KS3 Art Curriculum Map

GCSE





# GCSE Art Curriculum Map

Progression to the next stage of learning

EST EXAM  
(10 HOURS)



EST MOCK



A03

A04

A02

A01



PORTFOLIO  
EXAM



Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Year 11

MOCK  
EXAM

A04



Develop ideas through investigations, demonstrating critical understanding of sources

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

Record ideas, observations and insights relevant to intentions as work progresses

A02

A03

A01

Portfolio



Skills  
project

Developing skills with a range of materials to support the creation of a strong GCSE portfolio

Year 10

AQA

**Formative assessment** is a type of assessment used throughout the learning process to monitor student progress and provide feedback, aiming to improve both teaching and learning. It's not about assigning grades but about helping students understand their strengths and weaknesses and how they can improve.

Formative assessments within Art and design:

### 1. Sketchbook Reviews

- Regular checks of students' sketchbooks to assess development of ideas, experimentation with media, and written annotation.
- Provide verbal or written feedback using assessment criteria

### 2. Verbal Feedback and Dialogue

- Ongoing conversations during lessons about technique, intent, and next steps.
- Use prompts like: "What are you trying to show here?" or "What would happen if you tried...?"

### 3. Peer Assessment

- Structured peer reviews using success criteria (e.g. "two stars and a wish").
- Students assess each other's use of media, composition, or annotation.

### 4. Do Now Tasks / Entry Slips

- Short activities at the start of lessons to assess prior knowledge (e.g., "Name three colour theory terms" or "Sketch a quick observational drawing").

### 5. Exit Tickets

- End-of-lesson reflections or short written answers: "What skill did you improve today?" or "What would you try differently next time?"

### 6. Mini Critiques (Verbal or Written)

- Small group or whole-class critiques where students present work and receive constructive feedback.
- Encourages confidence and evaluative thinking.

**Summative assessments** are evaluations conducted at the end of a learning period, such as a unit, course, or program, to assess a student's overall understanding and achievement. They are designed to gauge what a student has learned and whether they have met specific learning objectives.

**When:** once each term (e.g. Autumn, Spring, Summer)

**What it includes:**

- Final pieces or major outcomes (e.g. Van Gogh watercolour, 3D clay monster, tonal portrait)
- Supporting developmental work from sketchbooks
- Artist research and written annotation

**How it's assessed:**

- Graded against assessment criteria (e.g. use of media, creativity, observational accuracy, annotation)
- Aligned to KS3 progress frameworks or GCSE assessment objectives (AO1–AO4)

### **Extra-curricular activities:**

Art club once every two weeks after school ran by Miss Smith.

### **Our curriculum Pledge:**

At Pool Hayes Academy, our **Art & Design curriculum** is a vibrant and valued part of our school identity. We are proud to offer a creative, inclusive, and skill-rich experience that nurtures every student's artistic potential. Our curriculum gives students the space to explore, imagine, make, and reflect—preparing them to see the world through both a critical and creative lens.

#### **1. Creativity with Purpose**

We are proud that our curriculum encourages students to be brave, bold, and inventive. From the first pencil mark in Year 7 to final GCSE pieces in Year 11, students are taught to take creative risks and express their own ideas with confidence. We support students in developing their own visual language while building a strong foundation in core artistic skills.

#### **2. Broad, Balanced, and Ambitious**

Our curriculum is rich in media, process, and context. Students explore a wide range of techniques—from drawing, painting, and sculpture to mixed media and design. They respond to the work of diverse artists, both historical and contemporary, local and global. Our themes—from mythology and surrealism to identity and consumerism—are chosen to inspire curiosity and widen cultural awareness.

#### **3. Skills That Grow Over Time**

We are proud of our clear and carefully sequenced curriculum that builds technical and conceptual skill year on year. Whether learning how to blend pencil tones in Year 7 or exploring symbolic meaning through portraiture in Year 9, our students make visible progress. Each project is designed to strengthen observational accuracy, creative thinking, independent decision-making, and visual literacy.

#### **4. Student Voice and Identity**

Art & Design at Pool Hayes is a subject where student identity is celebrated. Our projects are structured to give learners ownership of their ideas and space to explore themes that matter to them. From monsters in clay to self-portraits in biro, our curriculum encourages students to express themselves thoughtfully and meaningfully.

#### **5. Inclusion, Equity, and Representation**

We are proud of our inclusive approach. Every student—regardless of background or need—is supported to achieve their best. We adapt our teaching to ensure access for all learners, including those with SEND and EAL. Representation matters: our curriculum includes a broad range of artists, styles, and narratives so all students feel seen and inspired.

#### **6. Art as Reflection and Resilience**

Our subject is about more than just outcomes—it's about process, expression, and wellbeing. Through Art, students learn to observe closely, persevere through challenges, and express emotions in constructive and creative ways. Our classroom is a safe space for experimentation, reflection, and personal growth.

#### **7. Preparing for the Creative Future**

We are proud that Art & Design opens doors—for further education, creative careers, and lifelong appreciation of visual culture. Whether students continue with Art beyond GCSE or not, they leave us with the ability to think critically, work independently, and approach the world with curiosity and creativity.