Curriculum Overview | 2026 - 2027

What will my child learn in Art and Design.

Ideas and Conceptual Understanding: Students are encouraged to explore, develop, and communicate ideas through the language of visual art. They will analyse meaning, interpret themes, and engage with the intentions and messages behind the work of artists and designers. This process helps students make meaningful connections between their own experiences, artistic influences, and wider cultural contexts.

Drawing as a Foundational Discipline: Drawing is taught both as a practical tool for planning, communication, and design, and as an artistic discipline in its own right. Students develop observational skills, learning to record what they see with increasing accuracy, confidence, and expression. These essential skills support all areas of artistic development and form the foundation of the creative process.

Media and Technical Proficiency: Students will explore, experiment with, and refine their use of a wide range of media, materials, and techniques across different artistic disciplines. Through both traditional and contemporary practices, they will develop versatility, technical confidence, and an understanding of how materials can be used to communicate ideas effectively.

Creative Outcomes and Personal Response: Students will create visual outcomes that reflect their engagement with artists, themes, and concepts. They will be encouraged to develop a personal and informed response to a given starting point or theme, demonstrating originality, technical skill, creativity, and thoughtful conceptual development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Theme: Natural Form Visual element: Line and Shape Technique: Painting Artist: Jess Phoenix **Natural World: How Has the Natural World Inspired Artists and Designers?** ***In this project, students will explore how artists and designers have been inspired by the natural world. Through observing and recording natural forms, they will investigate how the visual elements of line and shape are***			Theme: Ethnology Visual element: Pattern Technique: 3D cardboard sculpture Artist: Ankara Patterns / African art **Ethnology: The Importance of Different Cultures** ***In this project, students will explore how art reflects and celebrates different cultures around the world. Through observing and recording cultural patterns, forms, and designs, they will investigate how the***		

	used to represent, simplify, and communicate ideas. Students will develop an understanding of the visual elements as the fundamental building blocks of art while exploring how artists draw inspiration from nature to create meaningful and expressive artwork. Explore how the natural world inspires artists and designers through the study of natural forms and the work of Jess Phoenix. Understand how line and shape are used to communicate ideas in art. Develop observational drawing skills by recording natural forms, focusing on line, shape, and proportion through looking, checking, and refining. Experiment with paint and pencil crayon techniques to explore, refine, and develop artistic skills in painting and mixed media. Research and combine imagery to create a personal response to the theme, developing a final 2D painting or mixed-media artwork inspired by natural forms.	***visual elements of pattern and form are used to communicate traditions, beliefs, and identity. Students will develop an understanding of how artists draw inspiration from their cultural heritage and how art can help us appreciate and understand diverse communities and ways of life.*** Explore and analyse African artwork, with a focus on Ankara fabrics and patterns. Investigate how colours, symbols, and motifs communicate cultural stories, traditions, identity, beliefs, and heritage. Develop observational drawing skills through recording line, form, shape, pattern, contour lines, and tone. Improve accuracy through a process of looking, checking, and refining. Experiment with cardboard, papier-mâché, and collage techniques to develop construction, modelling, and surface decoration skills. Research and combine imagery to create a personal response to the theme, developing ideas into a final 3D sculpture inspired by African art and Ankara pattern design.
Year 8	Theme: Landscape Visual element: Perspective and Texture Technique: Ceramics Artist: Hokusai and Lauren Blakey **Environment: How Have Artists Depicted the Landscape Through the Language of Art?** ***In this project, students will explore how artists represent and interpret the environment through landscape art. Through observing and recording natural and man-made landscapes, they will investigate how the visual elements of texture and space, including the use of perspective, can create depth, form, and atmosphere. Students will develop an understanding of***	Theme: Creatures and Characters Visual element: Colour and Tone Technique: Pencil crayon and collage Artist: Sean Charmatz and Travis Mullins **Creatures and Characters: Creating Characters with Personality** ***In this project, students will explore how artists create imaginative creatures and characters that express personality, emotion, and storytelling. Through observing and recording everyday objects and images, they will investigate how the visual element of colour can communicate mood, character, and meaning. Students will develop an understanding of how artists use colour, alongside other visual***

	how artists use these elements to communicate their experiences of place and to create engaging and expressive landscape artworks. Explore how artists depict the environment through the language of art. Analyse the work of **Hokusai** and **Lauren Blakey**, investigating how landscapes can be simplified through visual elements and how perspective creates a sense of space and depth. Develop observational drawing skills by recording landscapes using **line, shape, pattern, colour, texture, and perspective**. Use drawing to explore texture, form, depth, and spatial awareness. Experiment with **pencil, pencil crayon, and clay**, developing techniques to create texture, form, and three-dimensional outcomes inspired by landscape imagery. Research and combine imagery to create a personal response to the theme, developing landscape studies into a final **3D ceramic piece** inspired by the work of Hokusai and Lauren Blakey.	***elements, to bring characters to life and create engaging and expressive artworks.*** Explore how artists create creatures and characters with personality. Analyse the work of **Sean Charmatz** and **Travis Mullins**, investigating how everyday objects can be transformed into imaginative characters through the use of colour and visual storytelling. Develop drawing skills by recording line, shape, pattern, colour, and tone. Use observation, looking, checking, and refining techniques to create form, depth, and character. Experiment with **pencil, pencil crayon, and collage**, developing techniques for adding colour, texture, and detail to character designs. Research and combine imagery to design an original character based on everyday objects, creating a final **collaged and painted artwork** inspired by the work of Sean Charmatz and Travis Mullins.
Year 9	Theme: Art History Visual element: All Technique: Lino Printing Artist: A brief History of Modern Art, Burton Morris & Howie Green **Signs of the Times: How Is Art Influenced by the Past, the Present and the Future?** ***In this project, students will explore how artists respond to the world around them and how art is shaped by historical events, contemporary culture, and future ideas. Through observing and recording imagery, they will investigate how the visual elements can be used to deconstruct and simplify images into shapes, colours, and patterns. Students will develop an understanding of how artists communicate messages, reflect society, and use visual language to create meaningful and impactful artworks.***	Theme: Identity Visual element: Proportions of the face Technique: Drawing and Painting Artist: Jennifer Hayashi and Adekunle Adeleke **Identity and Portraiture: What Makes Us Who We Are?** ***In this project, students will explore how artists use portraiture to communicate identity, personality, and self-expression. Through observing and recording, they will develop an understanding of how the proportions of the face play an important role in creating accurate and expressive portraits. Students will investigate how artists use facial features, colour, symbols, patterns, and personal imagery to represent who they are, developing an appreciation of how portraiture can tell stories about individuals and their identities.***

	Explore how art is influenced by the past, present, and future through a brief history of Modern Art. Analyse the work of **Burton Morris** and **Howie Green**, investigating how artists use imagery, including food, to communicate ideas about culture, identity, wealth, and society. Develop drawing skills by observing and recording imagery, using the visual elements to simplify forms and shapes. Refine designs through a process of looking, checking, and adjusting. Experiment with **pencil drawing, lino, printing ink, and block paints**, developing skills in image transfer, carving, and printmaking techniques. Research and combine imagery to develop an original design, creating a final **lino print** inspired by Modern Art, the work of Burton Morris and Howie Green, and personal responses to the theme.	Explore the theme of **Identity and Portraiture**, investigating what makes us who we are. Analyse the work of **Ana Strumpf** and **Jordan Andrew Carter**, exploring how colours, objects, symbols, and patterns can communicate identity and personal meaning. Develop observational drawing skills by studying the proportions of the face and applying tone to create realistic portraits. Refine work through a process of looking, checking, and adjusting. Experiment with **pencil drawing, lino, printing ink, and pencil crayons**, developing skills in portrait drawing, tonal rendering, printmaking, and colour application. Research and combine imagery, symbols, colours, and patterns to create a personal portrait that reflects individual identity, inspired by the work of Ana Strumpf and Jordan Andrew Carter.

What will my child learn in

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	**Coursework Portfolio (Unit 1a): Project 1** Students begin their GCSE Art and Design portfolio by responding to a range of themes, starting points and project briefs. They develop ideas through research into artists, designers and craftspeople, demonstrating critical understanding of sources (**AO1**). Students explore and refine a variety of media, materials, techniques and processes including drawing, painting, printmaking, digital media and sculpture (**AO2**). They record ideas, observations and insights through sketchbooks, photography, annotation and practical work (**AO3**). Through sustained investigation, students produce and present personal and meaningful outcomes that demonstrate understanding of visual language (**AO4**).				**Coursework Portfolio (Unit 1b): Project 2** Students develop skills from Project 1 through a new theme. They research artists and sources (AO1), explore and refine media and techniques (AO2), record ideas and experimentation in their sketchbooks (AO3), and produce a personal, individual final outcome that demonstrates their artistic strengths and visual understanding (AO4).	
Year 11	**Coursework Portfolio (Unit 1b): Continued Portfolio Development** Students continue to develop their coursework portfolio through increasingly independent and ambitious investigations. Building upon the skills, knowledge and experiences gained during Year 10, students devise and develop their own personal project, making informed and independent creative choices. They demonstrate their ability to investigate sources (**AO1**), refine ideas and techniques (**AO2**), record observations and intentions (**AO3**), and present a personal and meaningful response (**AO4**).		**Externally Set Assignment (Unit 2)** Students respond to a starting point provided by AQA, producing a preparatory portfolio of research, experimentation and development work before creating a final outcome under supervised examination conditions. This component provides students with the opportunity to demonstrate all four Assessment Objectives through an independently developed response. **Course Completion and Progression** Students celebrate their achievements through our End of year Exhibition. Guidance is provided regarding progression to A Level Art and Design, creative courses, apprenticeships and careers within the creative industries.			