



# Art Curriculum Outline

This outline provides a long-term overview of the knowledge and skills developed in this subject. More detailed short- and medium-term schemes of work, not published here, are available by contacting the Art Department.

	Term 1 & Term 2	Term 3	Term 4	Term 5	
Year 13	<p><b>Unit Title:</b> Component 1: Personal Investigation – Realising Intentions</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand how media and processes realise intentions.</li> <li>Understand testing, prototyping, and presentation in context.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Manipulation</li> <li>Testing</li> <li>Contextual working</li> <li>Presentation</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment – Establishing Ideas</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Establish a personal starting point from a set theme.</li> <li>Use drawing and sources to investigate ideas.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ideation</li> <li>Investigative drawing</li> <li>Source selection</li> <li>Interpretation</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment – Refining Ideas</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand experimentation as a method of refinement.</li> <li>Understand how to define and clarify intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experimentation</li> <li>Refinement</li> <li>Writing a statement of intent</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment – Realising Ideas</p> <p><b>AQA 15 Hour Exam</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Apply processes and presentation strategies under exam conditions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Manipulation</li> <li>Testing</li> <li>Contextual application</li> <li>Presentation</li> </ul>	
Year 12	Term 1 & Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Unit Title:</b> Induction Project: Structures</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Establish and expand a personal starting point.</li> <li>Use sources, artists, and photography to develop ideas.</li> <li>Experiment with materials, 2D-3D processes, and colour.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ideation</li> </ul>	<p><b>Unit Title:</b> Component 1: Personal Investigation – Starting Point</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify a valid personal starting point within a theme.</li> <li>Plan photography and early investigations.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Theme interpretation</li> <li>Ideation</li> <li>Photography</li> <li>Investigative drawing</li> </ul>	<p><b>Unit Title:</b> Component 1: Investigation Using Sources</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand and select appropriate primary and secondary sources.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Source selection</li> <li>Visual analysis</li> <li>Interpretation</li> </ul>	<p><b>Unit Title:</b> Component 1: Investigation Using Experimentation</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand experimentation as a method of refinement.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experimentation</li> <li>Material exploration</li> <li>Refinement</li> </ul>	<p><b>Unit Title:</b> Component 1: Statement of Intent</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the purpose and structure of a statement of intent.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Synthesising ideas</li> <li>Articulation of intent</li> </ul>

	<ul style="list-style-type: none"> <li>Sourcing</li> <li>Photography</li> <li>Experimentation</li> <li>Refinement</li> </ul>				
	Term 1	Term 2	Term 3	Term 4	Term 5
Year 11	<b>Unit Title:</b> Project Freedom – Statement of Intent  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand how to define and communicate intentions.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Meaning making</li> <li>Writing a statement of intent</li> </ul>	<b>Unit Title:</b> Project Freedom – Realising Intentions  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand how materials, processes, and context realise ideas.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Manipulation</li> <li>Testing</li> <li>Contextual application</li> </ul>	<b>Unit Title:</b> Component 2: Externally Set Assignment – Starting Point  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Establish and develop a meaningful response to a set question.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Ideation</li> <li>Sourcing</li> <li>Investigative drawing</li> <li>Photography</li> </ul>	<b>Unit Title:</b> Component 2: Refining and Developing Ideas  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Use experimentation to refine ideas and intentions.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Experimentation</li> <li>Refinement</li> <li>Intent clarification</li> </ul>	<b>Unit Title:</b> Component 2: Realising Ideas (Exam)  <b>AQA 10 Hour Exam</b>  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Apply processes and presentation strategies under exam conditions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Manipulation</li> <li>Testing</li> <li>Presentation</li> </ul>
	Term 1	Term 2	Term 3	Term 4	Term 5 & Term 6
Year 10	<b>Unit Title:</b> Fragmentation & Distortion – Pre-manipulation  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand photographic and compositional manipulation techniques.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Darkroom processes</li> <li>Composition</li> <li>Tonal control</li> </ul>	<b>Unit Title:</b> Fragmentation & Distortion – Post-manipulation  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand digital and manual image manipulation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Digital editing</li> <li>Collage</li> <li>Risk-taking</li> </ul>	<b>Unit Title:</b> Fragmentation & Distortion – Realising Intentions  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Select appropriate processes to communicate ideas.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Manipulation</li> <li>Testing</li> <li>Contextual awareness</li> </ul>	<b>Unit Title:</b> Project Freedom – Starting Point  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Establish a personal response to an exam-style theme.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Ideation</li> <li>Photography</li> <li>Investigative drawing</li> </ul>	<b>Unit Title:</b> Project Freedom – Sources and Experimentation (A question from current art exam)  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Use sources and experimentation to develop ideas.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Source manipulation</li> <li>Experimentation</li> <li>Refinement</li> </ul>
	Term 1	Term 2	Term 3	Term 4 to Term 6	
Year 9	<b>Unit Title:</b> Fragmentation & Distortion – Initial Ideas	<b>Unit Title:</b> Pre-manipulation – Drawing and Photography	<b>Unit Title:</b> Pre-manipulation – Printmaking	<b>Unit Title:</b> Pre-manipulation – 3D and Painting  <b>Knowledge:</b>	

	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Explore a broad theme and personal direction.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Visual research</li> <li>Presentation</li> <li>Annotation</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand distortion through drawing and photography.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Tonal drawing</li> <li>Transfer techniques</li> <li>Photography</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand monotype and lino printing processes.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Printmaking</li> <li>Mark-making</li> <li>Layering</li> </ul>	<ul style="list-style-type: none"> <li>Understand form, balance, and colour in 2D and 3D work.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Construction</li> <li>Painting</li> <li>Composition</li> </ul>	
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6
Year 8	<b>Unit Title:</b> Our Journeys – Myself  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand migration, identity, and visualisation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Visualisation</li> <li>Drawing</li> <li>Collage</li> <li>Blackout poetry</li> </ul>		<b>Unit Title:</b> Perspective & Man-made Environment  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand perspective and spatial depth.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Perspective drawing</li> <li>Composition</li> <li>Visual planning</li> </ul>		<b>Unit Title:</b> Disrupted Image.  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand abstraction and distortion of imagery.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Photography</li> <li>Manual collage</li> <li>Digital collage</li> </ul>
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6
Year 7	<b>Unit Title:</b> The Formal Elements  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand line, tone, shape, and form in art.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Shading</li> <li>Transfer drawing</li> </ul>		<b>Unit Title:</b> Urban Identity  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand collage, space, and colour.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Photography</li> <li>Collage</li> </ul>		<b>Unit Title:</b> Mixed Media Nature  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand texture, pattern, and composition.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Printing</li> <li>Painting</li> <li>Textural drawing</li> </ul>

**Key/Legend/Notes:**

**AQA GCSE Art Assessment Objectives:**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**AQA A Level Art Assessment Objectives:**

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.