

Subject Intent

The Visual Art curriculum aims to:

- Engage, inspire, and challenge pupils.
- Equip students with knowledge and skills to:
- Experiment
- Invent
- Create their own works of art, craft, and design.

Goals include:

- Developing their ability to communicate their views through a visual language.
- Increasing independent thinking skills and resilience to foster self-led learners.

Methods used:

- Personalised curriculum.
- Flip book assessment approach.
- Sketchbook circle homework model.

Department focus:

- Ensuring all students, regardless of background, meet their targets, with many exceeding them.
- Emphasizing excellent teaching and a personalised learning approach.

Staff commitment:

- High expectations and aspirations for students.
- Lessons delivered with passion.
- Calm purposeful learning environment.

Year 7						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	How do the Formal elements help us develop our visual language?	How do the Formal elements help us develop our visual language?	How does observing objects improve our understanding of form and composition?	How does observing objects improve our understanding of form and composition?	How can we represent the human form in creative and expressive ways?	How can we represent the human form in creative and expressive ways?
Subject Content	Formal Skills • Observational drawing. • Exploring tonal shading. • Mark making exploration. • Application of mark making. • Colour theory and colour mixing. • Exploring watercolour painting techniques. • Exploring acrylic paint.	Formal Skills • Observational drawing. • Exploring tonal shading. • Mark making exploration. • Application of mark making. • Colour theory and colour mixing. • Exploring watercolour painting techniques. • Exploring acrylic paint.	Still life • Still life drawing. • Experimentation of media workshop. • Evaluation of own and other work. Printmaking workshop Collage.	Still life • Still life drawing. • Experimentation of media workshop. • Evaluation of own and other work. Printmaking workshop Collage.	Human Form Project. • Understanding of proportion. • Use of Photography to capture movement. • Photoshop/ double exposure workshop. • Sculpture- Exploring the work of Alberto Giacometti. • Observational drawing from sculpture.	Human Form Project. • Understanding of proportion. • Use of Photography to capture movement. • Photoshop/ double exposure workshop. • Sculpture- Exploring the work of Alberto Giacometti. • Observational drawing from sculpture.
Disciplinary Knowledge/Skills	• Observational drawing. • Exploring tonal shading. • Mark making exploration. • Application of mark making. • Colour theory and colour mixing. • Exploring watercolour painting techniques. • Exploring acrylic paint.	• Observational drawing. • Exploring tonal shading. • Mark making exploration. • Application of mark making. • Colour theory and colour mixing. • Exploring watercolour painting techniques. • Exploring acrylic paint.	• Still life drawing. • Experimentation of media workshop. • Evaluation of own and other work.	• Still life drawing. • Experimentation of media workshop. • Evaluation of own and other work.	• Understanding of proportion. • Use of Photography to capture movement. • Photoshop/ double exposure workshop. • Sculpture- Exploring the work of Alberto Giacometti. • Observational drawing from sculpture.	• Understanding of proportion. • Use of Photography to capture movement. • Photoshop/ double exposure workshop. • Sculpture- Exploring the work of Alberto Giacometti. • Observational drawing from sculpture.
Theme (if applicable)	Formal Skills/ Objects	Formal Skills/ Objects	Still life	Still life	Human Form	Human Form
SMSC	Spiritual: Developing personal responses to colour, mark making and creativity. Moral: Respecting materials	Spiritual: Developing personal responses to colour, mark making and creativity. Moral: Respecting	Spiritual: Reflecting on observational work and personal interpretation. Moral: Respect for others' views in	Spiritual: Developing personal style through experimentation. Moral: Honest self-reflection of progress.	Spiritual: Reflecting on identity and the human form. Moral: Sensitivity when representing people.	Spiritual: Reflecting on identity and the human form. Moral: Sensitivity when representing people.

	Sculpture, painting, and illustration.	Sculpture, painting, and illustration.	Sculpture, painting, and illustration.	Sculpture, painting, and illustration.	Sculpture, painting, and illustration.	Sculpture, painting, and illustration.
Theme (if applicable)	Personalised Curriculum	Personalised Curriculum	Personalised Curriculum	Personalised Curriculum	Personalised Curriculum	Personalised Curriculum
SMSC	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists across cultures linked to project
Careers	links are realistic, age-appropriate, and widen as skills develop	links are realistic, age-appropriate, and widen as skills develop	links are realistic, age-appropriate, and widen as skills develop	links are realistic, age-appropriate, and widen as skills develop	links are realistic, age-appropriate, and widen as skills develop	links are realistic, age-appropriate, and widen as skills develop

Year 11						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	How can I begin a sustained personal investigation? How can I develop and refine ideas through experimentation?	How can I explore materials and processes to extend my work? How can I develop a personal and meaningful response? How can I refine my work into a final outcome? How can I present a coherent GCSE portfolio?				
Subject Content	Personalised Curriculum Throughout year 11 students select their own projects based on personal interests. Learning is led by students with teacher guidance and facilitation. Students can choose from the following specialisms: Textiles, Graphics, Photography, Sculpture, painting, and illustration.	Personalised Curriculum Throughout year 11 students select their own projects based on personal interests. Learning is led by students with teacher guidance and facilitation. Students can choose from the following specialisms: Textiles, Graphics, Photography, Sculpture, painting, and illustration.	Exam Component.	Exam Component.	Exam Component.	Course Finished- Teacher marking and standardisation period.
Disciplinary Knowledge/Skills	Throughout year 11 students select their own projects based on personal interests. Learning is led by students with teacher guidance and facilitation. Students can choose from the following specialisms: Textiles, Graphics, Photography, Sculpture, painting, and illustration.	Throughout year 11 students select their own projects based on personal interests. Learning is led by students with teacher guidance and facilitation. Students can choose from the following specialisms: Textiles, Graphics, Photography, Sculpture, painting, and illustration.				
Theme (if applicable)	Personalised Curriculum	Personalised Curriculum	Component 2	Component 2	Component 2	
SMSC	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and peer feedback. Cultural: Investigating artists	Spiritual: Exploring personal interests and creative voice. Moral: Responsible choice of themes and imagery. Social: Critiques and				

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