

Art Curriculum

Year 9/10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Around the World Indigenous Art	Art Around the World Mexican Art (Frida Kahlo)	Landscapes	Abstract Landscapes	Portraiture	Graffiti / Street Art
<p>Understand diverse worldviews, histories and cultures. Promotes respect, inclusion and cultural awareness while developing core artistic skills.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • Cultural awareness and sensitivity: understanding the significance of symbols, stories and traditions • Knowledge of Indigenous art styles, materials and processes (traditional and contemporary) • Observation, analysis and reflection • Technical art skills: drawing, 	<p>Curriculum Intent: Students explore identity, resilience and personal narrative through Mexican art, focusing on Frida Kahlo's symbolic and expressive work.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • As in Autumn 1 • Symbolism and personal narrative • Exploring identity through visual language <p><u>National Curriculum Links</u> <u>(KS3 Art & Design)</u></p> <ul style="list-style-type: none"> • Develop techniques and control in drawing and painting • Analyse and evaluate artists' work using 	<p>Landscape art develops observational skills and an understanding of how artists interpret place, nature and environment.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • Observation of natural environments, light and form • Perspective: foreground, middle ground and background • Colour theory to convey mood and atmosphere • Composition for balance and visual impact • Drawing and painting 	<p>Students move beyond realism to explore emotion, mood and personal response through abstract and expressive approaches.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • Skills from Spring 1 applied creatively • Experimental use of colour, mark-making and texture • Personal interpretation and emotional expression <p><u>National Curriculum Links</u> <u>(KS3 Art & Design)</u></p> <ul style="list-style-type: none"> • Experiment with techniques and materials 	<p>Portraiture is used to explore identity, expression and representation through historical and contemporary artists.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • Facial anatomy and proportion • Symbolism and meaning in portraiture • Different artistic styles and approaches • Observation: capturing likeness and emotion • Drawing and painting techniques (line, tone, shading, colour blending) 	<p>Street art is explored as a contemporary visual language for identity, protest and community voice.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> • Cultural and social context of graffiti and street art • Styles: tags, throw-ups, stencils, murals, paste-ups and installations • Key artists: Banksy, Jean-Michel Basquiat, Shepard Fairey • Typography and lettering design • Composition and visual impact <p><u>National Curriculum Links</u> <u>(KS3 Art & Design)</u></p> <ul style="list-style-type: none"> • Use art to communicate ideas and messages

<p>painting, carving or sculpting relevant to project work.</p> <p><u>National Curriculum Links</u> (KS3 Art & Design)</p> <ul style="list-style-type: none"> • Produce creative work, exploring ideas and recording experiences • Become proficient in drawing, painting and sculpture • Analyse and evaluate their own work and that of others <p>Intent: A broad and inclusive curriculum that reflects cultural diversity; Implementation: Explicit teaching of cultural context alongside practical skills; Impact: Pupils demonstrate respect, understanding and the ability to analyse cultural artwork</p>	<p>subject-specific language</p> <ul style="list-style-type: none"> • Understand art as a reflection of personal and cultural identity <p>Intent: Curriculum supports personal development and identity; Implementation: Artist case studies used to deepen conceptual understanding; Impact: Pupils articulate meaning and symbolism in their own and others' work</p> <p><u>PSHE Links</u> Cultural awareness, respect and tolerance</p>	<p>techniques to render texture and space</p> <p><u>National Curriculum Links</u> (KS3 Art & Design)</p> <ul style="list-style-type: none"> • Use a range of techniques to record observations • Increase proficiency in drawing and painting • Evaluate how artists use visual elements to convey meaning <p>Intent: Curriculum builds progressively on visual literacy and technique; Implementation: Structured skill-building tasks and observational studies; Impact: Improved technical accuracy and visual understanding</p> <p><u>PSHE Links</u> Environmental responsibility and sustainability</p>	<ul style="list-style-type: none"> • Develop creativity and confidence in personal outcomes • Reflect critically on artistic choices <p>Intent: Encourages creativity and independent thinking; Implementation: Open-ended outcomes with guided exploration; Impact: Pupils produce confident, personal and expressive artwork</p> <p><u>PSHE Links</u> Environmental responsibility and sustainability</p>	<ul style="list-style-type: none"> • Creative interpretation of identity <p><u>National Curriculum Links</u> (KS3 Art & Design)</p> <ul style="list-style-type: none"> • Develop proficiency in drawing and painting the human form • Understand how artists convey identity and meaning • Analyse and evaluate stylistic differences across time <p>Intent: Curriculum supports self-expression and cultural representation</p> <p>Implementation: Comparative artist studies and practical application; Impact: Pupils communicate identity and meaning effectively in artwork</p>	<ul style="list-style-type: none"> • Understand contemporary and historical art contexts • Experiment with materials and techniques creatively <p>Intent: Curriculum is relevant, engaging and contemporary; Implementation: Links made between art, society and pupil voice; Impact: High engagement and meaningful personal outcomes</p> <p><u>PSHE Links</u> Identity and self-expression</p>
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<p><u>PSHE Links</u> Cultural awareness, respect and tolerance</p>				<p><u>PSHE Links</u> Identity and self-expression</p>	
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Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to Theory: Colour theory; creating textures; shading, mark making using a variety of materials.</p> <p>pencil, charcoal, paint, ink, clay, collage, digital tools, and textiles—used to create diverse forms of artistic expression.</p> <p><u>Reference to Spec</u></p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p> <p>-Learners experiment with the different techniques demonstrated to produce test pieces and samples.</p> <p><u>Key Vocab</u></p> <p>Line Tone Cross hatch Blend</p>	<p>Artist study: Van Gogh, Monet, Edvard Munch, Frida Kahlo, Banksy, Kehinde Wiley</p> <p>Learners build portfolios about the work of artists and their influences and start to imitate artists style.</p> <p><u>Reference to Spec</u></p> <p>-Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D.</p> <p>-Group discussion about the theme and the different ways it could be interpreted.</p> <p><u>Key Vocab</u></p> <p>Contemporary Traditional Impressionist Modern Post-impressionist</p>	<p>Experimenting with artist's style: Students can use a variety of media—such as acrylics, watercolours, ink, collage, digital tools, or spray paint—to imitate an artist's style. By exploring different textures, colours, and techniques, they gain insight into the artist's creative process, while developing their own skills and understanding of artistic expression and interpretation.</p> <p><u>Reference to Spec</u></p> <p>-Learners work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists and designers who have produced work on similar themes.</p> <p><u>Key Vocab</u></p> <p>Composition Texture Perspective Proportion Form Line</p>	<p>Experimenting with artist's style: Students can experiment with different materials—like paints, inks, collage, digital media, or spray paint—to replicate an artist's style. This helps them understand the artist's methods, explore creative techniques, and build their own artistic abilities while learning how style and expression are developed through various tools and approaches.</p> <p><u>Reference to Spec</u></p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p> <p><u>Key Vocab</u></p> <p>Line Tone Cross hatch Blend Abstract Realism</p>	<p>Work on final pieces for sketchbook submission:</p> <p>Students finalise in sketchbooks for final submission by using them as a space to explore ideas, experiment with media, and reflect on their artistic journey. They can:</p> <p>-Document inspiration – include photos, artist references, and materials.</p> <p>-Experiment with techniques – try different drawing, painting, and mixed media approaches.</p> <p>-Develop ideas – sketch and plan</p> <p>Annotate thoughtfully – write reflections, explain choices, and analyse progress.</p> <p>-Personalise pages – use layering, collage, and unique layouts to express individuality.</p> <p><u>Key Vocab</u></p> <p>Contrast</p>	<p>Marking and submission</p>

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