

Art Curriculum Overview	Links to KS2	The Art curriculum at Key Stage 2 and Key Stage 3 are designed to build progressively on each other. The KS2 curriculum lays the foundations of artistic knowledge, skills, and understanding, which are then expanded and deepened at KS3. KS3 builds directly on KS2's technical grounding, developing control and experimentation with materials. The vocabulary introduced at KS2 becomes the language for deeper critical discussion at KS3. KS3 develops evaluative skills introduced at KS2 into a more analytical and self-directed process.					
	Intent	Statement of Intent At HWS, our Art curriculum for pupils aged 11–16 is designed to inspire, challenge, and empower students to express themselves creatively while developing a lifelong appreciation of visual culture. We aim to provide a rich, engaging, and inclusive curriculum that nurtures individual creativity, builds technical skill, and fosters critical thinking. Through a broad exploration of materials, techniques, and art movements—both historical and contemporary—students gain a deeper understanding of how art reflects and shapes the world around us. By the end of the programme, our students will be equipped with the knowledge, skills, and confidence to make informed artistic decisions, whether continuing to study art beyond 16 or applying creative thinking in other aspects of their lives. We believe that Art is essential for developing not only aesthetic awareness but also empathy, curiosity, and a sense of identity—all vital attributes for life in a diverse and changing world.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
	Year Overview	Year 7 students are challenged to consider and explore the topics of COLOUR, ABSTRACT ART, TEXTURE, SYMBOLS & PATTERNS, PERSPECTIVE and STILL LIFE. They are immediately exposed to a wide variety of influencing artist, art disciplines and media. Over the course of the year pupils will develop six projects, each designed to equip them with a different set of skills. All pupils will get the opportunity to work with pencils, paint, collage, digital software and clay.					
	SOW	Colour	Abstract Art	Texture	Symbols & Patterns	Perspective	Still Life
	Unit Focus	Pupils learn about the primary colours and gain the knowledge to create secondary and tertiary colours independently. Pupils study colour theories and famous artist known to use colour as a tool to express their emotions, such as Henri Matisse, Andre Derain and Vincent Van Gogh. Pupils are taught skills and techniques to control the media of colouring pencils and paint. In addition to this SOW, all pupils start the year by learning how to draw a tonal self-portrait. Pupils learn to draw the proportions of a human face and tonal pencil techniques to create a 3 dimensional study of their face.	Pupils learn about the key elements of line, shape and pattern. They are taught how to deconstruct an image into its simplest form. Pupils are exposed to a several abstract artists, but mainly focusing on Wassily Kandinsky. Pupils learn how to create art from a variety of inspiring starting points, such as drawing in response to music in footsteps of Kandinsky. Pupils are taught skills and techniques to control the media of digital art to create their own Abstract Collage	Pupils learn about surface patterns and designs. They are taught the differences between natural and man-made textures. Pupils take a close up look at the world around them and study surface textures of everyday objects in great detail. Pupils are challenged to record textures by taking rubbings and photographs. Pupils are taught the core principles of pottery. Learning techniques and skills to manipulate and control the media of clay.	Pupils learn about African patterns and symbols. They are educated about cultural art from the African continent and study the art from the country of Ghana in detail. Pupils learn the difference between symbols, pictures and illustrations. They study Ashanti Adinkra symbols. Pupils gain the knowledge to communicate meanings, messages and stories through their artwork. Pupils will look at and recognise symbols used through a variety of different cultures and beliefs, including, Mayan Glyphs	Pupils learn about perspective, interior design and architecture. They are taught how to draw an interior of a room in one point perspective, using mathematical drawing techniques and equipment. Once pupils have gained the confidence to draw rooms in one point perspective, pupils are challenged to draw a building or street view. The Milestone assessment combining pupils knowledge of colour mixing and one point perspective, comes in the production of an A3 Watercolour Painting. Pupils also study the painting The Annunciation, with Saint Emidius by Carlo Crivelli.	Pupils learn tonal shading skills and techniques, gaining the knowledge to draw and render three-dimensional object. Pupils practise drawing three-dimensional shapes with different lighting angles. Pupils study still life artwork and are educated on several artist who use tonal shading in their compositions. Pupils are challenged to collect, compose and draw their own still life studies from direct observation, focusing on the angle of light and shadows it casts.
	Year Overview	The intent of the Art Curriculum in Year 8, is to provide students with the necessary skills to develop their basic learning of the visual elements, into larger termly projects. Students complete three major projects. They are not taught in any numerical order. Students will develop skills: drawing with pencil and colouring pencil, watercolour paint, mixed media collage, reduction printmaking and ceramics.					
	SOW	Breakfast Table Collage		Egyptian Art		Native American Indian Totem Poles	
	Unit Focus	Students learn how to develop their understanding of perspective from one point into two-point perspective. They learn how to add tone with a range of different media to add realism and depth to their work – pencil, pencil crayon, fine liner pens and watercolour paint. Students also learn how to draw ellipses on the top and bottom of cylindrical objects and finally, how to compose their Breakfast Table Collage. Students also study the history of Still Life Collage and produce a power point of Breakfast Table Still life paintings and collages.		Students explore traditional Egyptian Art, focusing on Portraiture and Figure Drawing, Hieroglyphics, Colour, Composition and Layout. They will use a range of different media, including pencil, watercolour pencil, fine liners and papyrus to complete their own interpretation of Egyptian Art. This may be developed into a larger painting, revising from Year 7, how to mix and paint tertiary colour skin tones. Students also study the History of Egyptian Art and produce a power point of Egyptian Gods and Goddesses.		Explore the use of Totem Poles and animal symbology in Native American Indian Art. This introduction to the project will explore facts and meanings of totem animals, illustrations and a graphic presentation. Students will design & produce their own personal totem pole using animals related to themselves, using coloured card. They will work collectively in groups of 4 or 5 and join their totems together to form their own group totem pole.	
	Year Overview	Students in Year 9 are challenged to revisit and develop their skills in most of the Art media used in Years 7 & 8, so that they may attain a higher and more complex level of work. They start to develop their individual areas of strength, together with exploring different media such as Graphic Design, Digital Compositions in Photoshop and Watercolour Painting. These enable the students to develop their individual and unique styles.					
SOW	Surrealism	Computer Game Design	Michael Craig Martin	Abstract Art	Van Gogh & Micrography	Steam Punk	
Unit Focus	Exploring the historical work of the Surreal Movement and contemporary work of Digital Surreal Artists. Students will learn how to create their own Surreal pictures and how to use Photoshop to create Digital Surreal Compositions	Exploring the Art and Graphic Design industries through advertising and designing Computer Game Covers. Students will learn how to research, develop ideas and create their own Computer Game Design	Exploring the contemporary compositions of MCM, overlapping & altering the scale of objects within. Students will produce their own A3 composition using Watercolour Paint and Felt pen/fine liners	Explore the work of Yellena James and Mixed Media Abstract Artwork. Students will study the use of organic lines, shapes and colour to create their own abstract composition	Exploring the Self Portraits of Vincent Van Gogh & the impact of mental health on his Art. Students will produce a portrait of Van Gogh using both positive & negative words in the technique of Micrography	Exploring the development of 'The Steam Punk Movement' in the 1980's combining Victorian Art, industrial machine design, fashion and futuristic/fantasy Art. Students will produce a combination of drawn and manmade objects to create a mixed media collage.	
Year Overview	The GCSE Art Curriculum in Year 10 is to enable the pupils to produce a body of work which fulfils the assessment objectives A01-A04 of the GCSE Specification. They study both realistic and abstract portraits through direct observational studies. They also study the work of a variety of Portrait artists, some through primary research taking place during a visit to The National Portrait Gallery in London. They will also attend the Pitt Rivers Museum of archaeology and evolutionary anthropology to study masks for their second unit of work in the course - Multicultural Art						
SOW	Media and Mark making Skills Introduction		Portrait & Identity		Multicultural Year 10		

Implementation Year 10	Unit Focus	This short introduction to all 2D media that will be used throughout the GCSE gives the students the opportunity to experiment with the wide selection of media available to them: Graphite Shading, Watercolour Pencils, Watercolour Paints, Fine liner Pens, Ink, Acrylic Paint and Gouache Paint.	Facial proportions, tone and shade, composition. Colour theory and colour mixing with Watercolour, Acrylic and Gouache Paints together with other various mark making media Students will produce an individual response to a portrait artist's work, by recognising skills, experimenting with media, and developing their own ideas. The students will be assessed using the Exam Board Assessment Objectives: AO1 – Images and Artists AO2 – Experimenting with Media AO3 – Ideas and Observations AO4 – Final Piece and Links to Artists	Exploring how different cultures use a variety of media to create art. Particularly focusing on mask making, pattern, and decorative arts. Students will use their observational, investigative and design skills, to produce a set of related cultural masks in 2D to prepare them for the next stage of making in Year 11.
	Year Overview	The first 4 months of Year 11 are used to make the masks to complete the multicultural unit. In January the students are given their Externally Set Task and will work for the next 4 months preparing for their 10 hour exam. They will have identified their referred media during the coursework units and will work with this media in their 10 hour exam. Both Portfolio and External Task work are marked internally and then a selection of candidates are externally marked by a visiting moderator from the exam board. This is to ensure consistency.		
Implementation Year 11	SOW	Multicultural Year 11	Externally set task	
	Unit Focus	Students will learn to transform ideas from 2D to 3D in the media of ceramics and glazes. They will use their cultural understanding to produce personal responses to their chosen culture in the form of 3 masks, forming a triptych. The students will be assessed using the Exam Board Assessment Objectives: AO1 – Images and Artists AO2 – Experimenting with Media AO3 – Ideas and Observations AO4 – Final Piece and Links to Artists	Students will draw on the skills learnt in the previous two projects to fulfil an independently chosen externally set task as set by the exam board. The students will be assessed using the Assessment Objectives which they have been used in completing coursework: AO1 – Images and Artists AO2 – Experimenting with Media AO3 – Ideas and Observations AO4 – Final Piece and Links to Artists	
	Enrichment	The Art Department run Daily Art Club at lunchtimes except on Thursdays. In Year 9, students success in Art lessons is celebrated over a 6-8 week period, when students are invited to Challenge Club which is also at lunchtime. Students use advanced media during this time to investigate interest at GCSE and beyond. Four trips are run in Year 10 with visits to The National Portrait Gallery, The Pitt Rivers Museum, Laycock Abbey and Various locations for Photography Photoshoots.		
Impact	Assessment	The department recognises that assessment and feedback is an essential part of the learning process, helping students understand their strengths and areas for improvement. We use a number of different methods during theory and practical lessons including verbal feedback, WWW/HTI/MAC, Self and Peer Assessment and at KS4 we use AQA Assessment Objectives., We constantly check for understanding during lessons by using mini whiteboards, Thumbs Up/Down, and Open-Ended Questions.		
	Literacy and Numeracy links	KS3: Pupils use mathematical equipment to measure and divide the colour wheel. They use the laws of perspective and theories to create technical measured drawings. Pupils use rulers is to measure objects to scale. Two-point Perspective and Ellipses Unit End of Unit Evaluation using the Specialised Word Bank. Geometry and Symmetry in design. Critical Analyse of 'The Three Sphinxes of Bikini' – Salvador Dali, Vladimir Gvozdev and Vincent Van Gogh. Literacy through positive and negative word banks used in Micrographics. KS4: Critical Studies Help sheets, Specialists word banks and annotations are used frequently when responding to Images and Artists work n Art. Deconstruction sheets, word banks and adaptive teaching help sheets are used in the Photography GCSE		
	How It Is Used / Skills Set Developed / Outcomes	The Art curriculum is designed to develop a broad range of skill sets that support both academic and personal growth. Through structured lessons and creative exploration, students gain practical, cognitive, and emotional skills essential for their overall development. One key focus is on technical skills—students learn to use various media, tools, and techniques, from drawing and painting to sculpture and digital art. This builds fine motor skills, spatial awareness, and a sense of aesthetic judgment. Alongside this, students engage in critical thinking by analysing their own work and that of others. In addition, art supports emotional well-being by offering a safe outlet for self-expression and reflection, which builds self-confidence and resilience. The outcomes of this balanced skill development are significant. Students leave with not only a portfolio of artistic work but also transferable skills that benefit future education and employment. These include creativity, critical analysis, communication, and perseverance. Whether pursuing a creative career or not, students gain the ability to approach tasks with flexibility and confidence, making the art curriculum a valuable and enriching part of secondary education		
	Careers in the Curriculum	Fine Artist (Painter, Sculptor, Printmaker) Illustrator Graphic Designer Art Director Animator Concept Artist Digital Artist Video Game Artist Comic Book Artist Fashion Designer Textile Designer Interior Designer Architect Industrial Designer Set Designer Exhibition Designer Art Teacher/Educator Art Therapist Museum Curator Art Conservator/Restorer Art Historian Art Critic Gallery Manager Art Auctioneer Art Dealer Photographer Photo Editor Cinematographer Film/Video Editor Special Effects (SFX) Artist Stop-Motion Animator Prop Maker Jewellery Designer Calligrapher Muralist Ceramic Artist Glass Artist Printmaker Book Illustrator Children's Book Illustrator Storyboard Artist Character Designer Conceptual Artist UX/UI Designer Web Designer Motion Graphics Designer Art Blogger/Influencer Art Journalist Art Lawyer (Intellectual Property and Copyright) Product Photographer Photojournalist Concert & Music Photographer Food Photographer News Photographer Sports Photographer Fashion Photographer Magazine Photographer Conference & Corporate Event Photographer, Advertising Photographer Documentary Photographer Astrophotographer Photography Instructor Still Photographer for Films, Macro Photographer Photo Editor & Retoucher Cinematographer, Stock Photographer		