

Hayesfield

GIRLS' SCHOOL | MIXED
SIXTH

Art and Design Curriculum Booklet 2025-2026

Head of Subject: Mr Howard Lee

Art and Design Curriculum Intent:

“The future of the country depends on having creative innovative people; we need this sort of creativity and ability to respond to change. We are moving to an age where the visual becomes ever more important and everyone needs to be skilled in understanding the visual. Just as they need to be trained in maths and literacy, they need to be trained in sound, film, and the visual arts and so on.”

Nicolas Serota (Chair of Arts Council England)

At Hayesfield, we aim to deliver a creative, innovative and inspiring Art curriculum. We celebrate and encourage all creativity and emphasise the importance of visual literacy in a predominantly visual world.

The events of the last two years have also served to emphasise the positive benefits of an imaginative and creative life and its effects not just on fulfilment and career success but also wellbeing and mental health. Our curriculum aims to:

- Inspire a love of the creative arts in their broadest sense, and to foster a lifetime passion in appreciating a diverse range of art and photography work, and wider creative and cultural influences.
- Deepen understanding, build on confidence and independence with a range of practical processes and techniques.
- Challenge every student to achieve their very best outcomes through aspirational targets and securing progressively more difficult skills and knowledge over time.
- Promote the creative problem-solving and organisation skills needed to engage positively with the creative world.
- Achieve meaningful qualifications that will allow students to move to the next stage in their educational careers.
- Celebrate difference and diversity and to make sure our students are influenced by a wide variety of cultural and artistic influences.
- Forefront creativity and the Arts in general as part of an effective way of supporting mental health and well being and a marker of a balanced and healthy society.

Our students come from families across Bath with a wide range of socioeconomic statuses. Thus, in line with our school's values, we aim to equalise opportunities and develop the cultural capital that will help remove barriers to achievement in school, future learning and the world of work for our disadvantaged learners. We promote local exhibitions and galleries and encourage all students to engage with these spaces both in the real world and virtually. We run a series of after school clubs as part of our leap provision that explore a range of fun activities and skills in Art and Photography and Illustration. We have also established a residential trip to St Ives in Cornwall that is based around Art, Textiles and ceramics workshops with professional practitioners. We ensure this opportunity is open to all Art and Textiles students with financial support available as needed.

We aim to display as much of our students work as possible both in our wonderful gallery space and online through our Instagram page that currently has 750 followers.

There are many local and national career opportunities that rely on the knowledge and skills developed in Art and Photography. Students are exposed to these opportunities by inviting in former students, local Artists and by our teachers sharing their own personal journeys.

Art and Design Curriculum Implementation:

We are very proud of the inclusive supportive and creative atmosphere within our department and prioritise the student's enjoyment of our lessons. The Art curriculum exceeds the expectations of the National Curriculum, with students having the opportunity to engage in a broad range of process, both 2D and 3D, as well as investigating a range of artists to support their learning as inspiration for their practical work. Our curriculum ensures all students are fully engaged in their lessons and play an active role in their learning. Our individual schemes of work encourage creativity and individuality and help our students become critical and analytical learners, able to make decisions, by carefully sequencing learning over time.

The learning is unpacked by building on students' practical skills acquired at Key Stage 2 and enabling students to gain confidence in using new materials and new techniques. Giving students time to develop their confidence is important, as is giving students regular feedback so they can see how to improve.

Students' Art lessons are taught in mixed ability tutor group and students are supported to work at their personal best by providing differentiated work and resources. Learning topics are designed to build on the knowledge and skills that students have learned previously. We do not rely on students bringing in their own materials and provide high quality resources such as digital cameras and memory cards as well as the basics such as pencils and paint!

Students are formally assessed at the end of each unit of work and receive on-going verbal feedback on work being produced. Homework is marked and comments given for further improvement.

Key Stage 4

Art and Photography are very popular courses in our school at both KS4 and KS5 and so we offer a variety of courses, in which students at all levels can be successful. GCSE Photography is now easily accessed through digital technology (eg mobile phones) and has enabled more students to pursue their love of Art to gain a recognised qualification. We recognise and celebrate the importance of visual communication in a rapidly changing world and job market.

At GCSE, formal assessments take place at the end of a project and are based on the assessment objectives used later at GCSE.

Our curriculum is designed to ensure that students have the knowledge and skills needed to progress to the next level as a significant number of students progress onto study Art and/or Photography at our Sixth Form. Many of these students further progress to study Art Foundation courses in further education. Our KS4 curriculum is adapted to meet their needs by providing them with more opportunities to broaden the skills base and view of the world, this includes trips to exhibitions at local national and International Art Galleries.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	2	2	2	5	5

Year 7

Term	Curriculum Foci Areas	Assessment Task
1	Who Am I Project? - Students are introduced to the Formal Elements of Art - Students explore individual and group work to explore Art and identity, building skills and confidence - All students complete a baseline drawing task	
2	Developing Mark Making, Line and Tone - Students gain confidence with a range of mark making techniques focusing on recording different textures and experimenting with tone and line - Students understand the use of tone to record 3D objects - They build skills in exploring the work of other artists and their use of mark making - They understand the use of line through hatching and cross hatching	Assessment 1 Baseline assessment to establish current level of confidence and competence End of term review based on sketchbook work and homework
3	Exploring Colour - Students explore and understand artists use of colour - They produce a colour wheel and understand its function - They will Understand primary, secondary and complementary colours - They begin to develop skills in painting and colour mixing	
4	Designing a Bookmark - Students design a bookmark to celebrate world book day - They research and understand the work of other Artists whose work uses text - Students produce some illustrated text that is decorative and clear - Explore the effective use of different fonts and appropriate decorative backgrounds	Assessment 2 End of unit review based on sketchbook work and homework
5	Developing Ideas in Colour - Students develop their knowledge of colour by looking in depth at the work of other artists and working towards a final outcome - They develop skills in painting and refining brush control - Students experiment with simple printmaking techniques	
6	Introduce an Artist - This unit is all about celebrating diversity and difference in the world of Art - Students produce a double page spread based on individual research into the work of an artist whose work celebrates culture, individuality and diversity - They investigate and produce work in the style of this artist	Assessment 3 End of unit review based on sketchbook work and homework

Year 8

Term	Curriculum Foci Areas	Assessment Task
1	Drawing and Markmaking - Students produce a baseline observational drawing - Work on observational drawings from natural and organic materials - Produce team drawings to build confidence and introduce peer working - Explore tone and line and experimental markmaking	
2	Introducing Perspective - Students develop an understanding of perspective and how to create the illusion of depth in their work - Explore one and two point perspective - Learn how to draw 3D objects using perspective - Students combine the use of tone and markmaking with knowledge of perspective	Assessment 1 Baseline assessment to establish current level of confidence and competence. Review based on sketchbook work and homework
3	Perspective and Structure in Landscape Art - Students develop a final piece based on a landscape photograph that clearly shows one point perspective - They use the grid method to scale up a composition - Learn how to use photography to support and build drawing confidence - Develop confidence in blending and using oil pastels and understanding complimentary colours	.
4	Decorative Backgrounds and repeat patterns - Students develop decorative designs based on organic forms - They investigate the work of William Morris and also Art Nouveau artists - Draw from observation to develop ideas - Develop skills of using watercolour and colour mixing and brushwork	Assessment 2 End of unit review based on sketchbook work and homework
5	Art Nouveau Portrait - Students build on skills of drawing portraits to explore the work of Alfons Mucha and produce a decorative background - They experiment with markmaking and colour with both paint and pastel - Experiment with photography to make a refined portrait - Learn how to grid up an image to enlarge it to make a final piece based on a self-portrait	
6	Introducing Outsider Art - Students celebrate diversity and difference in Art - They produce a double page spread based on individual research into the work of an artist whose work celebrates culture, individuality and diversity, - Investigate and produce work in the style of this artist - Celebrate work through an end of year exhibition.	Assessment 3 End of unit review based on sketchbook work and homework

Year 9

Term	Curriculum Foci Areas	Assessment Task
1	Drawing and markmaking - Students revisit skills introduced in Year 8 through a series of observational starting points - Build confidence and skills in different types of markmaking. - Complete a baseline drawing task - Practice observational drawings from natural and organic materials	Assessment 1 Baseline assessment to establish current level of confidence and competence.
2	Printing and poetry - Students produce work inspired by their GCSE English poetry work to produce a carefully designed and memorable lino print. - Explore how to illustrate poems with decorated text - Explore the work of other artists who use text and produce transcriptions of their work - Learn how to design for lino print and to reverse text	
3	Animals in Art - Students explore the history of Animal based Artwork - Explore different markmaking techniques - Use oil pastels to decorate and suggest form - Produce a careful transcription of the work of Albrecht Durer	
4	Expressionist portraits - Students develop knowledge and experience of drawing portraits and understanding the structure and proportion of the head - Understanding proportion and how to record this - Learn to use photography to support and build drawing confidence	Assessment 2 End of unit review based on sketchbook work, homework and development of final piece.
5	Expressionist portraits Students work to complete a pastel-based portrait based on the work of a selection of expressionist artists	
6	GCSE taster project - Introduces students to GCSE Art with the opportunity to produce more individual work in Art and Photography - Develop work from observation - Use drawing and photography to develop ideas - Individually research an appropriate artist whose work and style has inspired them - Produce a final outcome based on individual ideas - Celebrate work through an end of year exhibition	Assessment 3 End of unit review based on sketchbook work and homework

Year 10: GCSE Art

Exam Board: OCR

Specification: Art and Design - Fine Art

Term	Curriculum Foci Areas	Assessment Task
1	Surfaces and textures - We explore the elements of Art and focus on materials and techniques - Students explore the work of Jim Dine and Peter Randall-Page using materials such as dip pen and ink, mono Printing, Drypoint etching and lino-cuts - Students enhance their ability to reflect upon their successes and link their work with that of an Artist	Students sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
2	Exploring colour - Students continue to explore a wide variety of materials, building up skills and confidence - Students begin to explore colour and learn the different properties of paint and refer to the work of relevant artists as appropriate	Students' sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
3	Introducing portraiture Students are introduced to skills relevant to portraiture including proportion and the ability to record features accurately	Students' sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
4	Designing a portrait outcome Students produce a character portrait final outcome based on research and developmental ideas from the sketchbook	Students' sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
5	Year 10 Exam launch Researching, designing, exploring techniques and materials: all used to inform and prepare for a final piece	
6	Year 10 Exam (5 hours) - Students refine research and exam ideas and plan compositions that reflect preparation - Students complete final outcomes in exam conditions - Students evaluate and reflect on work using assessment objectives - Students help curate final end of year showcase of work	Students' sketchbook work and practical exam outcomes assessed against four objectives in OCR syllabus.

Year 11: GCSE Art

Term	Curriculum Foci Areas	Assessment Task
1	Mock Exam preparation - In Year 11 students are expected to work with much more independence but still with the individual support of the teacher - Students are asked to respond to a previous exam paper question and prepare ideas - In response to the exam paper the students are expected to create observational drawings using a range of materials and processes as a starting point - They will further develop their skills by drawing inspiration from relevant artists - Students have regular 1:1 tutorials with the teacher to discuss the direction and development of their work	Students' sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
2	Mock Exam - Further developing from Term 1, students are expected to outline and develop their work towards the final direction for their Mock exam - Students complete their final outcome for this project in a 10 hour Mock Exam over the course of 2 days - This work then forms part of students' coursework portfolios	Students' sketchbook work and practical outcomes assessed against four objectives in OCR syllabus.
3	- Students are given their exam paper at the start of term - Students work with independence choosing their own starting point from the range on the exam paper - In response to the exam paper, students are expected to create observational drawings using a range of materials and processes as a starting point for their ideas - They will further develop their skills by drawing inspiration from relevant Artists, annotating ideas and showing how they have developed	
4	Exam Board Externally Set Task (cont.) Continued preparation for exam project in May	
5	GCSE Art Exam - Final practical examination happens at the start of this term - Students complete a 10 hour practical examination - External Moderators visit to view work - Art Showcase exhibition celebrates students' achievements	Work is internally marked and moderated then externally moderated by visiting examiner.

Year 10: GCSE Photography

Exam Board: AQA

Specification: Art and Design - Photography

Term	Curriculum Foci Areas	Assessment Task
1	Exploring the camera: - Students explore manual camera settings (How to use aperture, shutter speed and ISO to create a well exposed image). They learn about how light impacts on their photographs - Students learn about photography fundamentals like framing, composition, the rule of thirds and create images that don't follow these rules - Students explore texture and perspective as themes	Students' sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
2	Documentary Photography: - Students create a series and sequence of images and build an understanding of typology and documentary photography - Students enhance their ability to reflect upon their successes and link their work with that of a photographer - Students use perspective and manual setting to abstract form and puzzle the viewer of the work	Student's sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
3	Visual Communication: - Students are introduced to new and exciting digital editing skills. Adobe Photoshop will be used to manipulate photographs and design photomontage - Students use photo collage and digital manipulation to respond to several photographer's work - Students create outcomes inspired by the texts they are reading in English lessons. They learn how to include typography to their images. Quotes from the literature will be combined with photographic imagery made by the students to communicate the themes within the text	Student's sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
4	Exploring Abstraction - We explore the illogical, the confusing and the downright absurd through photography. We look at creating a false perspective within the camera - Students explore portraiture and combine faces - Student's research Erwin Wurm's "One Minute Sculptures". They then work in groups to create their own one-minute sculptures by interacting with everyday objects and props	Student's sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
5	Natural Form photography - Students explore nature through photography, learning about studio lighting of a natural form - They learn about the work of Edward Weston and Karl Blossfeldt and explore how natural forms can be layered to create imagery (Andy Goldsworthy)	Students' sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
6	Identity photography Students consider how they can capture and communicate identity as a theme	Students' sketchbook work and practical outcomes assessed against four

	Students explore portraiture photography and studio lighting to create a portfolio of images that respond to the theme of identity outside of school. This project will continue over the summer	objectives in AQA syllabus.
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Year 11: GCSE Photography

Term	Curriculum Foci Areas	Assessment Task
1	Advertisement Photography/ branding and identity - During term 1 students continue to consider how they can capture and communicate identity as a theme - Students then look at visual communication, branding and visual identity explore through photoshoots, editing and use of typography.	Students' sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
2	Responding to a mock-exam theme - Students are given a range of exam themes to respond to during Term 2. This gives them experience in creating a self-directed project (a key skill for when they start their actual exam unit). - They are given Opportunities to develop ideas/ link to research and create refined final outcomes. As well as using digital editing opportunities with Adobe Photoshop as part of lesson time.	Student's sketchbook work and practical outcomes assessed against four objectives in AQA syllabus.
3	Responding to an exam theme - During Term 3 there is a focus on exploring the possible exam themes set by the AQA exam board for that year. - A balance of supported sessions are given using studio lighting, digital editing and materials in school along with independent working as part of the exam unit. - Regular 1:1 and group tutorials used to ensure you have a clear focus and current line of enquiry during the exam unit.	
4	Responding to an exam theme (continued) - During Term 4 there is a continued focus on exploring an exam theme set by the AQA exam board for that year. - Students are supported in preparing for the end of unit exam. Time will be allocated to editing images and practicing techniques and processes that could be used during the exam. - Regular 1:1 and group tutorials used to ensure you have a clear focus and current line of enquiry during the exam unit.	
5	Preparation for exam and consolidation of work - During term 5 students prepare for the final exam and ensure they have a clear range of outcomes planned to complete during the allocated exam time - Students consolidate all work so it is ready for submission and final moderation - Final practical examination happens at the start of this term	Work is internally marked and moderated then externally moderated by visiting examiner.

	• Students complete a 10 hour practical examination • External Moderators visit to view work • Art Showcase exhibition celebrates students' achievements	
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Revision and Support:

How to support your daughter with her learning:

- Ensure your daughter completes any homework within the deadline so she doesn't fall behind and can access the topics/themes studied in class time
- Ensure your daughter attends our LEAP provision to get extra support for the development of her work
- Make sure that your daughter has the correct equipment for her lessons including appropriate art materials and if possible support her by providing a range of Art materials to use at home
- Make sure your daughter completes and presents her work in her sketchbook carefully to ensure she is proud of her work
- Where possible support the visiting of museums, galleries and exhibitions and generally developing cultural awareness

GCSE Art Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1 Coursework Portfolio	60%	Coursework Learners present their best evidence for each assessment objective from their sketchbook and portfolio work throughout the projects studied. Students' work will be assessed against the following four objectives: • AO1- Develop 25% • AO2- Refine 25% • AO3- Record 25% • AO4- Present 25%	Term 5
Unit 2 Externally Set task	40%	Practical Exam – 10 hours Final outcomes are developed using ideas techniques and research built up over 6 – 8 weeks. Work is assessed using the same assessment objectives as above.	The practical exam dates are normally set at the beginning of Term 5.

Please see exam board websites for up to date information:

<https://www.ocr.org.uk/subjects/art-and-design/>

GCSE Photography Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1 Coursework Portfolio	60%	Coursework Learners present their best evidence for each assessment objective from their sketchbook and portfolio work throughout the projects studied. Students' work will be assessed against the following four objectives: • AO1- Develop 25% • AO2- Refine 25% • AO3- Record 25% • AO4- Present 25%	Term 5
Unit 2 Externally Set task	40%	Practical Exam – 10 hours Final outcomes are developed using ideas techniques and research built up over 6 – 8 weeks. Work is assessed using the same assessment objectives as above.	The practical exam dates are normally set at the beginning of Term 5.

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>