



# Hailsham Community College - Secondary

## Art Curriculum





# Art Curriculum Roadmap



## Key Stage 4

Y9 - Skill Objective  
Generate Ideas/ Create Response

Y9 - Skill Objective  
Typography

Y9 - Skill Objective  
Redesign Classic Trainer

Y9 - Skill Objective  
Observational Drawing Trainers

Y9 - Skill Objective  
Create Response

Y9 - Skill Objective  
Mixed Media Techniques

Y9 - Skill Objective  
Blended Colour Pencil

Y9 - Skill Objective  
Invent landscape

Y9 - Knowledge Objective  
Generate Ideas/ Create Response

Y9 - Knowledge Objective  
Typography

Y7 - Knowledge Objective  
Design History Analysis

Y9 - Knowledge Objective  
History of Trainers

Y9 - Knowledge Objective  
Generate Ideas/ Create Response

Y9 - Knowledge Objective  
Landscape Artist Analysis

Y9 - Knowledge Objective  
Generate Ideas

Y9 - Knowledge Objective  
Perspective Drawing

Y8 - Knowledge Objective  
Generate Ideas/ Create Response

Y8 - Knowledge Objective  
Colour Theory Collages

Y8 - Knowledge Objective  
Draw animals

Y8 - Knowledge Objective  
Animal Artist Analysis

Y8 - Knowledge Objective  
Use wet media.

Y8 - Knowledge Objective  
Polyblock Printing

Y8 - Knowledge Objective  
Generate Portrait Ideas

Y8 - Knowledge Objective  
Portrait Artist Analysis

Y8 - Knowledge Objective  
Facial Proportions

## Keystage 3 – Year 8

Y7 - Knowledge Objective  
Generate Ideas/ Create Response

Y7 - Knowledge Objective  
How to use mixed media

Y7 - Knowledge Objective  
Patrick Heron/ Patrick Caulfield Analysis

Y7 - Knowledge Objective  
Colour Theory

Y7 - Knowledge Objective  
Pop Art Analysis

Y7 - Knowledge Objective  
How to draw still life objects (shape)

Y8 - Skill Objective  
Observational Portrait Drawing

Y8 - Skill Objective  
Portrait Artist Copies

Y8 - Skill Objective  
Portrait Ideas

Y8 - Skill Objective  
Create Print Block

Y8 - Skill Objective  
Create Prints

Y7 - Skill Objective  
Colour Response

Y7 - Skill Objective  
Mixed Media

Y7 - Skill Objective  
Continuous Line Drawing

Y7 - Skill Objective  
Paint Colour Mixing

Y7 - Skill Objective  
Redesign Still Life

Y7 - Skill Objective  
Coloured Pencil Blending/ Collage

Y7 - Skill Objective  
Mark Making + Tone

Y7 - Skill Objective  
Observational Still Life Drawing

Y9 - Skill Objective  
Perspective Drawing

## Keystage 3 – Year 9

Y8 - Skill Objective  
Animal Ideas/Response

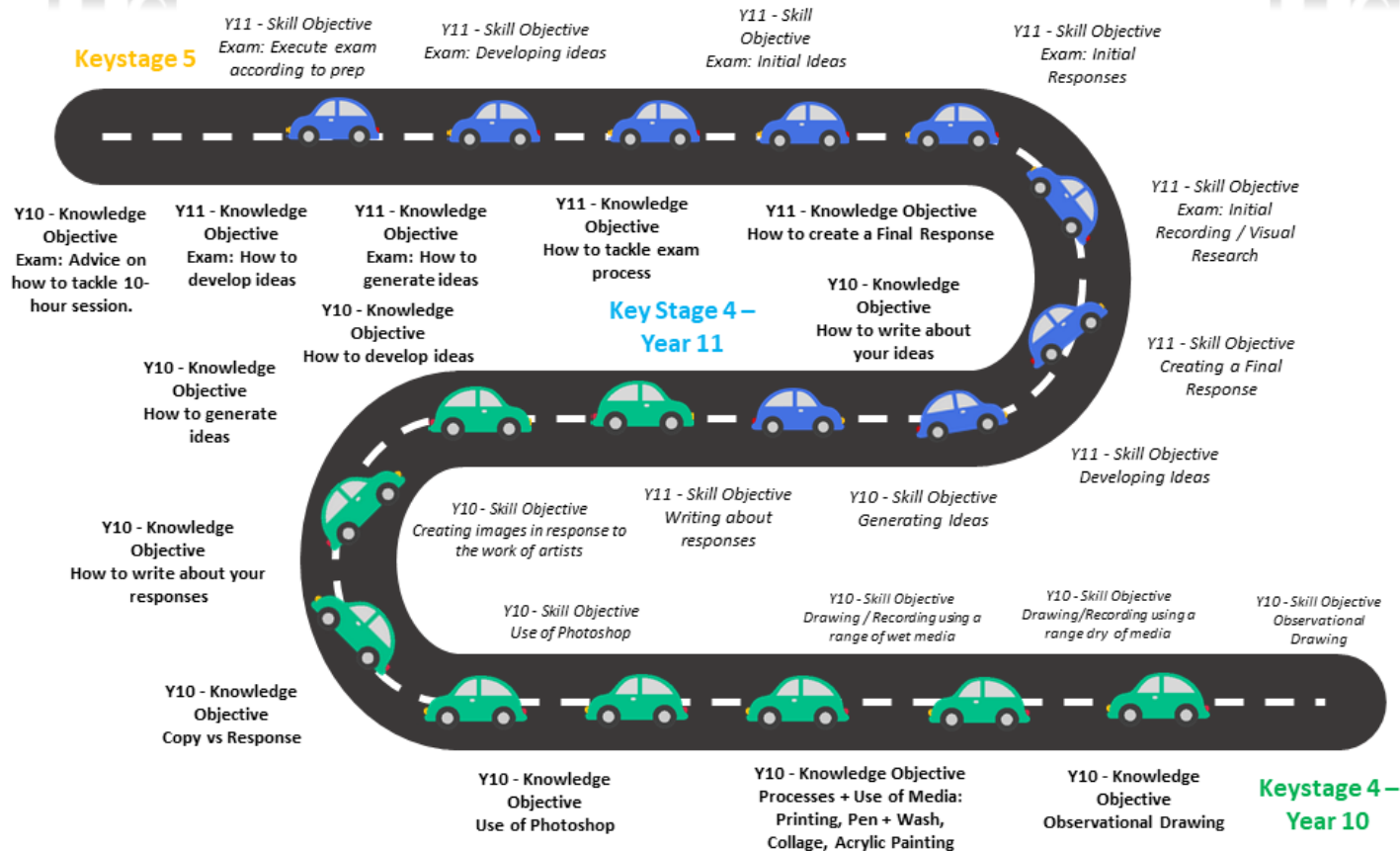
Y8 - Skill Objective  
Use a variety of wet media

Y8 - Skill Objective  
Drawing Animals

Y8 - Skill Objective  
Collage Prints

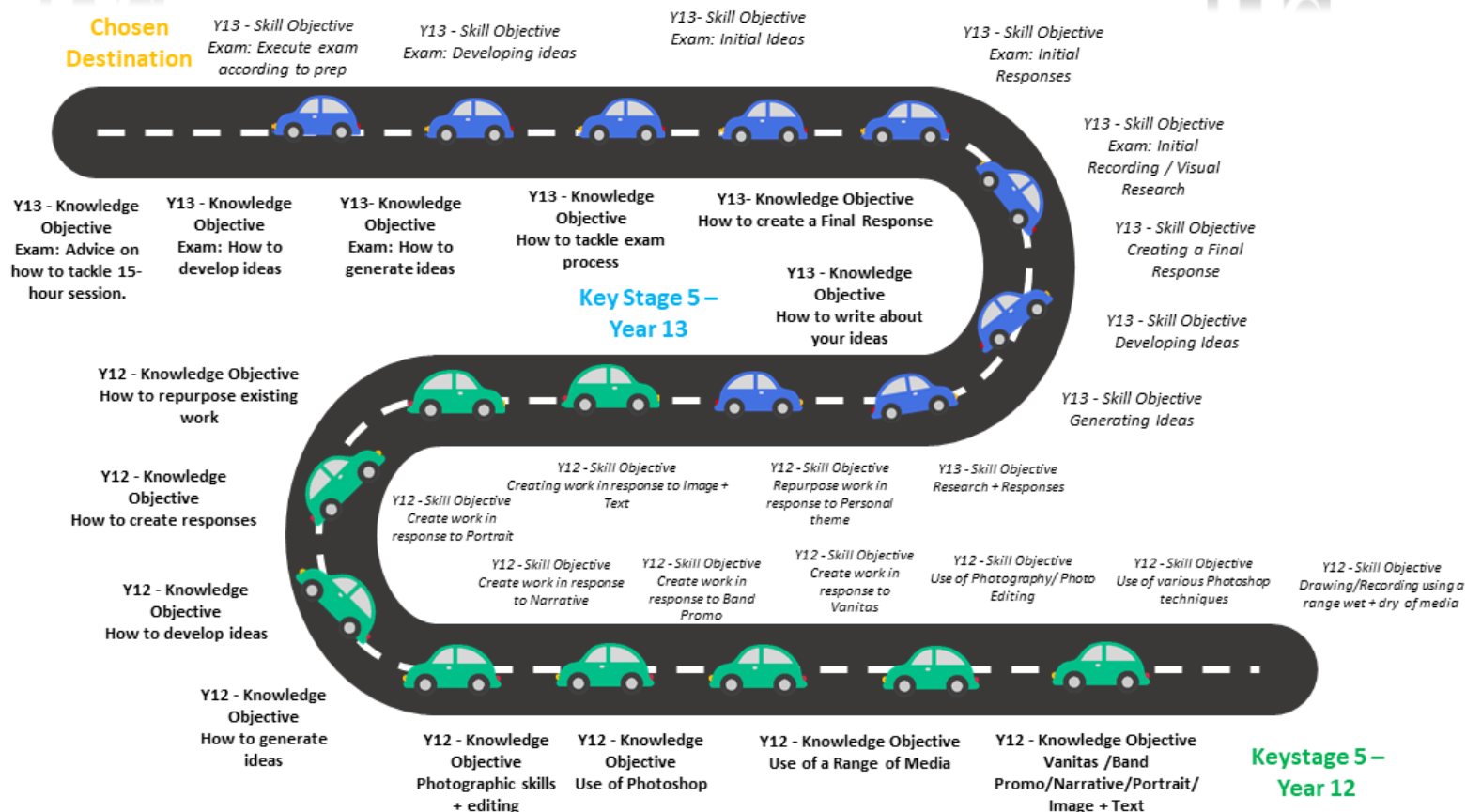


# Art Curriculum Roadmap





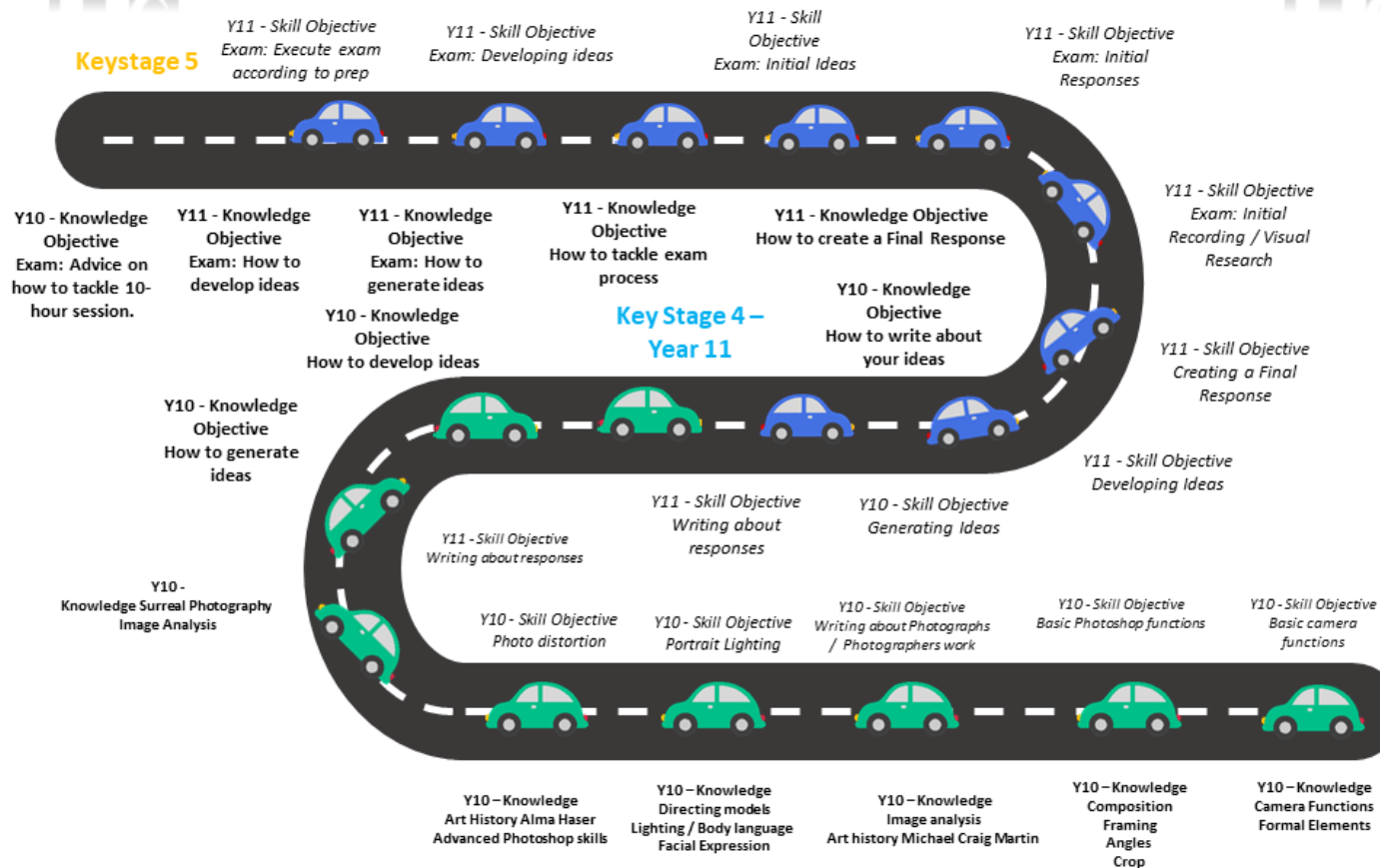
# Art Curriculum Roadmap







# Photo Curriculum Roadmap

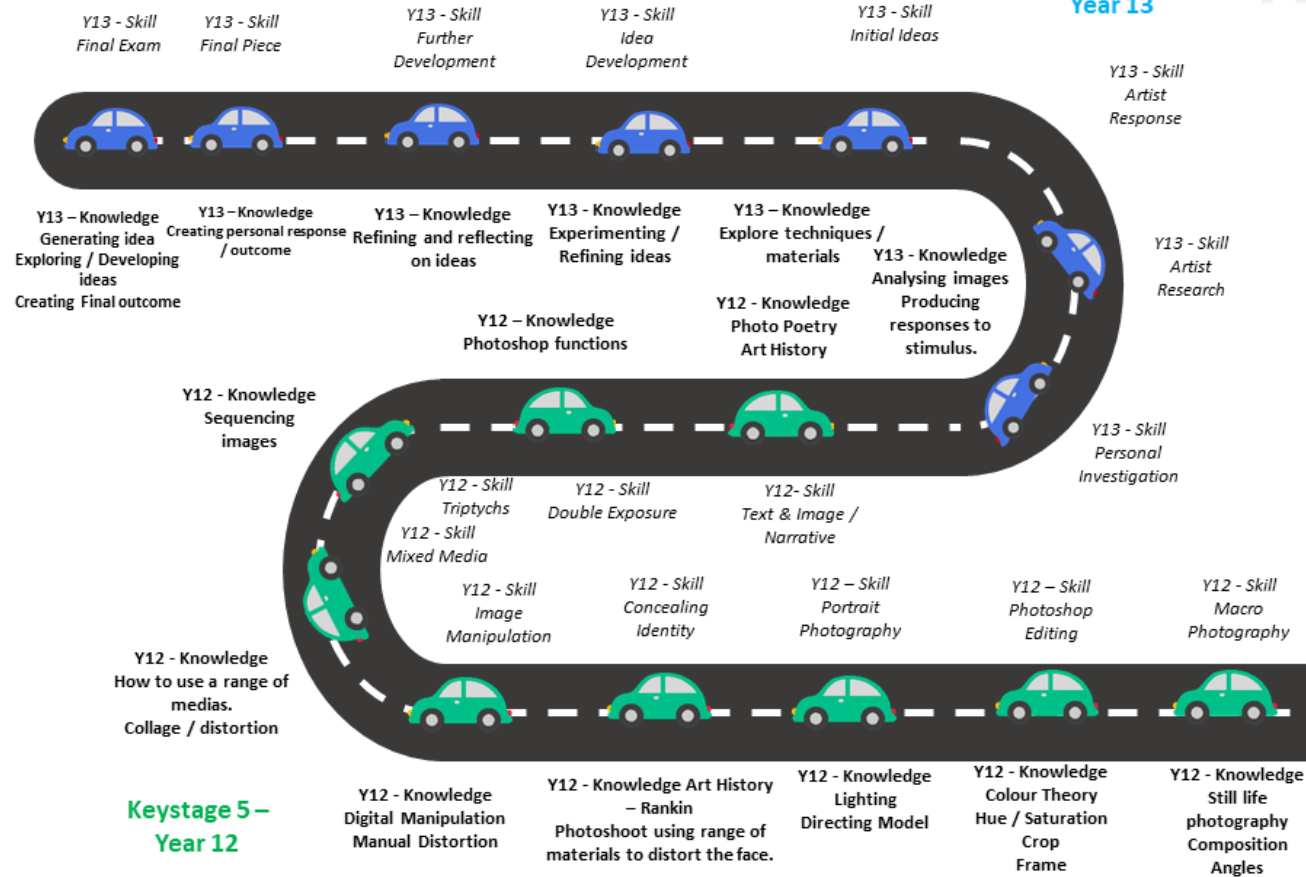




# Photo Curriculum Roadmap



Key Stage 5 –  
Year 13



## *Art Curriculum Intent*

We will teach you to record the things you see in the world around you in an artistic way, and help you unlock your imagination and creativity. We will seek inspiration from the amazing work of artists, photographers and designers.

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
7	1	Observational Drawing	What is observational drawing, mark making etc Still life	Learn to draw. Drawing Test (Still Life) Basic pencil skills Close observation Mark making
	2	Observational Drawing/ Pop Art	How to research	Presentation skills
	3	Pop Art	What is Pop Art	Analyse images Redesign an image Coloured Pencil Collage Pop Art Analysis Pop Art Research (Home Learning + Presentation Skills)
	4	Colour	Colour Theory	Paint mixing / handling
	5	Colour	How to combine line and colour (using colour theory)	Continuous line drawing
	6	Colour	Responding to an artist (Heron + Caulfield) Composition	Colour artist analysis Ideas Idea Development Final Piece

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
8	1	Portrait	Facial Proportions	Close observation Mark making
	2	Portrait	To use art vocabulary correctly	Portrait Artist Written Analysis. Visual Analysis of Artist's work (copying faces and sections of faces to learn about style/design)
	3	Portrait		Ideas



				Idea development Polyblock Print Collage
	4	Animals	Difference between a copy and a response Copies and responses to 3 different artists (Drawing is not just made with a pencil)	Ralph Steadman- expressive watercolour Ashley Percival – Pencil Crayon/ Pen Olga Gamynina – Pen & Ink
	5	Animals	How to refine and develop your idea.	Ideas Experimenting with different media. (Paint and ink)
	6	Animals	How to refine and develop your idea.	Final response

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
9	1	Landscape	Perspective Drawing. Understanding the use of Vanishing point, leading lines, horizon line to show perspective.	Objective perspective drawing.  Blending colour pencil. Use of colour to show perspective.
	2	Landscape	Generating Ideas Inspired by David Hockney.          Artist Analysis	Use of mixed media technique to create textures, patterns, maps.  Control of paints and oil pastels.  Compare and contrast different artists. How to write about different pieces of artwork.

	3	Landscape	Generate ideas and create response.	Creating a response inspired by experiments with different medias and research of different landscape artists.
	4	Shoe	Understanding the history of trainers.  Observational drawing.	Understanding Tier 3 words. Design history analysis.  Observational drawings of trainers.
	5	Shoe	Design history. Key design styles such as De Stijl, Constructivism, Art Newveau.  Typography	Redesigning trainers inspired by different design movements.  Designing own typography. Elements of design.
	6	Shoe	Generating ideas and creating a response.	Creating responses inspired by knowledge of poster/graphic design.

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
10 Art	1	Introductory Skills – Food themed	Learn about the following techniques/ processes: Observational Drawing Processes + Use of Media: Printing, Pen + Wash, Collage, Acrylic Painting	Observational Drawing Processes + Use of Media: Printing, Pen + Wash, Collage, Acrylic Painting

	2	Introductory Skills – Food themed	Learn about the following techniques/ processes: Polyblock Printing, Photoshop editing Presentation skills	Polyblock Printing, Photoshop editing Presentation skills
	3	Icon / Celeb Portrait	Creating a response	Using a variety of media to create a response
	4	Icon / Celeb Portrait Responses	Creating a response	Using a variety of media to create a response.
	5	Icon / Celeb Portrait Initial Ideas	How to create ideas and experiment with media	Creation of ideas and experimenting with media
	6	Icon / Celeb Portrait Initial Ideas	How to create ideas and experiment with media	Creation of ideas and experimenting with media

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
10 Photo	1	Starting Photography	Camera Functions Formal Elements Composition Framing Angles Crop Colour  Photoshop	How to use a DSLR camera. Understand the key components of what makes a 'good' photograph.  Basic photoshop functions.
	2	Starting Photography	Image Analysis     Portrait Lighting	Writing about Photographs / Photographers work. Use of tier 3 words.    Directing models Lighting / Body language Facial Expression

	3	Starting Photography	Art History Alma Haser. Advanced Photoshop skills  Manual distortion.	Photoshop distortion techniques.  Weaving, ripping, tearing photographs to distort the face.
	4	Fantastic and Strange	Researching and responding to different photographers.  Scanography	Image analysis Advanced photoshop techniques.  How to take pictures using the Scanography technique.
	5	Fantastic and Strange	Text and image    David Hockney Photo Joiners	How to add text to an image to show narrative. Inspired by the work of Barbara Kruger.    Digital Photo Montage.
	6	Fantastic and Strange	Generating ideas with independent photoshoot.	Experimenting with photoshop techniques in response to your chosen photographer or artist.  Developing ideas.

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
11 Art	1	Icon / Celeb Portrait	How to develop Ideas and experiment with media	Develop Ideas and experiment with media
	2	Icon / Celeb Portrait	How to create a final response	Creation of final response
	3	Exam process	How to tackle exam process How to research for an exam/	Creation of research sheets Creation of responses

			create responses to artists.	
	4	Exam Process	Exam: How to generate ideas/ develop ideas	Creation of ideas/ development of ideas
	5	Exam Process	Exam: Advice on how to tackle 10-hour session. How to plan /create final response	Creation of final response under exam conditions

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
11 Photo	1	Fantastic and Strange	How to develop Ideas and experiment with media	Develop Ideas and experiment with media
	2	Fantastic and Strange	How to create a final response	Creation of final response
	3	Exam	How to tackle exam process How to research for an exam/ create responses to artists.	Creation of research sheets Creation of responses
	4	Exam	Exam: How to generate ideas/ develop ideas	Creation of ideas/ development of ideas
	5	Exam	Exam: Advice on how to tackle 10-hour session. How to plan /create final response	Creation of final response under exam conditions

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
12 Art	1	Transition Unit Vanitas	Learn how to approach a project/ research and present work/ drawing/ use of media/	Develop and practise the following skills: How to approach a project/ research and

			use of Photography/ Photo editing/ Photoshop digital editing	present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	2	Band Promo	Learn how to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing	Develop and practise the following skills: How to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	3	Narrative	Learn how to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing	Develop and practise the following skills: How to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	4	Pieces of Me	Learn how to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing	Develop and practise the following skills: How to approach a project/ research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	5	Self Promo	Learn how to approach a project/ research and present work/ drawing/	Develop and practise the following skills: How to approach a project/



			use of media/ use of Photography/ Photo editing/ Photoshop digital editing	research and present work/ drawing/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	6	Repurpose work relevant for Y13 Personal Investigation	What is a Personal Investigation. How to repurpose existing work for P.I. How to write statement of Intent / create work that initiates the project.	How to tackle the following: How to repurpose existing work for P.I. How to write statement of Intent / create work that initiates the project.

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
12 Photo	1	Starting Photography	Formal Elements Aperture Macro Shutter Speed Composition	Exploring the key techniques in photography.  How to present work in a visually pleasing way.
	2	Collections	Photographer Analysis.  Research and respond to different photographers.	Compare and contrast different photographers using tier 3 vocabulary.  Exploring still life, macro, lighting, composition.  Advanced use of photoshop.
	3/4	Identity	Learn how to approach a project/ research and present work/use of media/ use of	Develop and practise the following skills: How to approach a project/ research and

			Photography/ Photo editing/ Photoshop digital editing	present work/use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	5	Narrative	Learn how to approach a project/ research and present work/use of media/ use of Photography/ Photo editing/ Photoshop digital editing.	Develop and practise the following skills: How to approach a project/ research and present work/ use of media/ use of Photography/ Photo editing/ Photoshop digital editing
	6	Repurpose work relevant for Y13 Personal Investigation	What is a Personal Investigation. How to repurpose existing work for P.I. How to write statement of Intent / create work that initiates the project.	How to tackle the following: How to repurpose existing work for P.I. How to write statement of Intent / create work that initiates the project.

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
13 Art	1	Personal Investigation	How to create responses, initiate ideas, initiate written piece.	Creation of responses, ideas, written component.
	2	Personal Investigation	How to develop ideas, how to develop written piece	Development of ideas, written component
	3	Personal Investigation / Initiate Exam Process	How to resolve P.I. / Essay How to tackle exam process / Visual Research/ Responses	Resolution of P.I. / completion of written component. Initial Recording / Visual Research

			Exam: How to generate responses/ ideas	Exam: Initial Responses Exam: Initial Ideas/ Developing Ideas
	4	Exam Process	Exam: How to develop ideas	Exam: Developing ideas
	5	Exam Process	Exam: Advice on how to tackle 15-hour session.	<i>Exam: Execute exam according to prep</i>

Year	Term	Unit Overview	Knowledge (Students learn)	Skills (Students learn how to)
13 Photo	1	Personal Investigation	How to create responses, initiate ideas, initiate written piece.	Creation of responses, ideas, written component.
	2	Personal Investigation	How to develop ideas, how to develop written piece	Development of ideas, written component
	3	Personal Investigation / Initiate Exam Process	How to resolve P.I. / Essay How to tackle exam process / Visual Research/ Responses Exam: How to generate responses/ ideas	Resolution of P.I. / completion of written component. Initial Recording / Visual Research Exam: Initial Responses Exam: Initial Ideas/ Developing Ideas
	4	Exam Process	Exam: How to develop ideas	Exam: Developing ideas
	5	Exam Process	Exam: Advice on how to tackle 15-hour session.	<i>Exam: Execute exam according to prep</i>

**KS3 Assessment** carried out using Departmental Assessment Grid and % recorded on student mark sheets (Assessment is modelled broadly on the criteria used at GCSE: Drawing, Use of Media, Art History, Ideas, Responses)

**KS4/5 Assessment** carried out using AQA Assessment Grids and recorded in staff mark books (Assessment Objectives 1-4: Ideas + Connections to Artists, Developing ideas + Experiment with media, Draw/Record, Create Responses.)

**Type/ Frequency of Assessment** – Students receive verbal formative feedback every lesson. They receive summative feedback at every Assessment Point (APA, APB, APC). This is reported / recorded in their sketchbooks / Portfolio.

ART ASSESSMENT MAP 2022+	APA	APB	APC
YEAR 7	Assess all drawing completed from initial test until APA due. (Inc Home Learning)	Assess all work produced during Still Life and Pop Art units. (Inc Home Learning)	Assess all work produced during Still Life, Pop Art and (incomplete) Colour units. (Inc Home Learning)
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 8	Assess all work produced during Still Life, Pop Art, Colour and (incomplete) Portrait units. (Inc Home Learning).	Assess all work produced during Still Life, Pop Art, Colour and Portrait units. (Inc Home Learning).	Assess all work produced during Still Life, Pop Art, Colour, Portrait and (incomplete) Animal units. (Inc Home Learning).
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 9	Assess all work produced during Still Life, Pop Art, Colour, Portrait, Animal and (incomplete) Landscape units. (Inc Home Learning).	Assess all work produced during Still Life, Pop Art, Colour, Portrait, Animal and Landscape units. (Inc Home Learning).	Assess all work produced during Still Life, Pop Art, Colour, Portrait, Animal, Landscape and (incomplete) Trainer units. (Inc Home Learning).
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 10 GCSE ART	Assess Introductory Skills (Food) work (Inc Home Learning) produced so far. AO1-AO4.	Assess Introductory Skills (Food) work and initial stages of Extended Project (Inc Home Learning). AO1-AO4.	Assess Introductory Skills (Food) work and current progress on Extended Project (Inc Home Learning). AO1-AO4.
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC

YEAR 10 GCSE PHOTO	Assess Starting Photography work produced so far (Inc Home Learning). AO1-AO4	Assess Starting Photography work and initial stages of Extended Project (Inc Home Learning). AO1-AO4.	Assess Starting Photography work and current progress on Extended Project (Inc Home Learning). AO1-AO4.
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 11 GCSE ART	Assess Introductory Skills (Food) work and current progress on Extended Project (Inc Home Learning). AO1-AO4.	Assess completed Portfolio AO1-AO4. Plus Initial Exam performance. Mark will be affected by initial exam performance; a poor start will be reported at a lower overall level/ grade.	Assess completed Portfolio and completed exam unit. (This should give a fairly accurate account of final level / grade)
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 11 GCSE PHOTO	Assess Starting Photography work and current progress on Extended Project (Inc Home Learning). AO1-AO4.	Assess completed Portfolio. AO1-AO4. Plus Initial Exam performance. Mark will be affected by initial exam performance; a poor start will be reported at a lower overall level/ grade.	Assess completed Portfolio and completed exam unit. (This should give a fairly accurate account of final level / grade).
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 12 (AS)ART	Assess Transition work. Work marked against AS standards in Year 12.	Assess all work produced so far. Work marked against AS standards in Year 12.	Assess all work produced so far. Work marked against AS standards in Year 12.
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 12 (AS) PHOTO	Assess Transition work. Work marked against AS standards in Year 12.	Assess all work produced so far. Work marked against AS standards in Year 12.	Assess all work produced so far. Work marked against AS standards in Year 12.

Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 13 A-LEVEL ART	Assess Initial Personal Investigation tasks and any relevant Y12 work. Work marked against A-Level standards in Year 13.	Assess complete Unit 1 Personal Investigation. Mark will be affected by initial exam performance. Work marked against A-Level standards in Year 13.	Assess complete Unit 1 Personal Investigation and complete Unit 2 Externally Set Assignment. Work marked against A-Level standards in Year 13.
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC
YEAR 13 A-LEVEL PHOTO	Assess Initial Personal Investigation tasks and any relevant Y12 work. Work marked against A-Level standards in Year 13.	Assess complete Unit 1 Personal Investigation. Mark will be affected by initial exam performance. Work marked against A-Level standards in Year 13.	Assess complete Unit 1 Personal Investigation and complete Unit 2 Externally Set Assignment. Work marked against A-Level standards in Year 13.
Assessment type/Frequency	Formative – every lesson Summative – APA	Formative – every lesson Summative – APB	Formative – every lesson Summative – APC