

Art Curriculum Booklet

2025-26

Subject Lead: Miss Hart



St Dunstan's School
GLASTONBURY

Our Vision

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)

Art Curriculum Intent

At St Dunstan's School, we celebrate and encourage all creativity and emphasise the importance of visual literacy in a predominantly visual world. Our creative and innovative 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
- Support mental health and well being as a marker of a balanced and healthy society

Art Curriculum Implementation

In Art and Design we implement our curriculum through teaching methods that promote an understanding of not simply what, but why we are learning and how this learning might impact and enhance the student's overall learning experience. We provide contexts that are relevant and take into account the particular interests of learners to enhance their experience of the subject and deepen their understanding and ability to apply key concepts and ideas to a multitude of everyday situations.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department, we define the powerful knowledge our students need and help them recall it by scaffolding our curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning, as well as more choice and freedom. Student progress is documented through sketchbooks, along with checklists for key concepts and ideas. Their progress in key areas of art are plotted on a progress tracker 'Flight Path' to enable students to visualise and understand the progress they are making, and the place that they wish to end up.

Allocated Curriculum Time

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	2 for Art	2 for Art	2 for Art	5 for each GCSE	5 for each GCSE

Curriculum Plan: Year 7

Curriculum Focus Areas	Assessment Criteria
<p>Term 1 & 2: Colour Theory</p> <p>You will learn how to develop accurate application of colour, understanding the importance of tints, tones and shades within your work.</p> <p>You will learn the process of mixing colours, creating a range of secondary and tertiary colours. You will understand the relationships between colours and how they enhance the intensity of a colour.</p> <p>You will use your imagination and present abstract compositions using geometric and organic shapes, this must include a wide range of colours, lines and the occasional pattern. Focusing on tints, tones and shades to add further depth in your work.</p> <p>You will learn how to write critically and reflect on the work of Wassily Kandinsky, understanding the concept behind the work. You will learn to describe your own artwork effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Hinge Point - Mid Term Assessment ● A Wassily Kandinsky Inspired final composition, using colouring pencils

Term 3 & 4: Impressionism and Post-Impressionism

You will **develop** your own interpretations of the impressionist and post-impressionist movements, focusing on gestural mark-making and layering to create the appearance of movement.

You will learn the **process** of using tints, tones, and shades, to effectively incorporate them into your artwork. A variety of materials will be used, as you experiment with different mediums to achieve your desired effects.

You will use your **imagination** to create a personal response to the work of Impressionist and Post-Impressionist artists. By applying the techniques you've learned, you will develop unique and meaningful outcomes.

You will learn how to write critically and reflect on the work of Claude Monet, understanding the **concept** behind the work he created. From this you will learn to describe your own artwork effectively.

Assessment:

- Hinge Point - Mid Term Assessment
- A gestural landscape study focusing on movement, using watercolour paint

Term 5 & 6 Still Life

You will **develop** an understanding of Still Life, focusing on drawing and painting what is directly in front of you. You will work on capturing tone and form to create realistic representations of inanimate objects.

You will learn the **process** of creating accurate proportions and improving your observational and tonal drawing skills. Focusing on how light affects objects by creating shadows and highlights.

You will use your **Imagination** to interpret still life in your own unique way, applying the skills you've learned to create personal and meaningful work. This will allow you to explore different ways of representing everyday objects in art.

You will learn how to write critically and reflect on the work of Paul Cézanne, understanding the **concept** behind the work he created. From this you will learn to describe your own artwork effectively.

Assessment:

- Hinge Point - Mid Term Assessment
- A creative still life composition, using tonal pencils or colouring pencils

Curriculum Plan: Year 8

Curriculum Focus Areas	Assessment Criteria
<p>Term 1 & 2: Form</p> <p>You will develop controlled drawing methods, using a wide range of mark-making techniques to create the appearance of depth.</p> <p>You will learn the process of turning shapes into three dimensional forms and how to create interesting organic compositions, using correct proportions, perspective and angles.</p> <p>You will use your imagination and present a variety of exciting 3D geometric and organic forms using colour, texture, shadows, highlights, contour lines and the method of separation. Your goal is to create the illusion of form within your work.</p> <p>You will learn how to write critically and reflect on the work of Henry Moore, understanding the concept behind the work he created. From this you will learn to describe your own artwork effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none">● Hinge Point - Mid Term Assessment● Your own organic/geometric three dimensional composition, using tonal pencils or fineliners
<p>Term 3 & 4: The Monster Project</p> <p>You will develop an understanding of how monsters have evolved over time, from gargoyles on famous landmarks to the friendly monsters seen in films today. Focusing on creating your own character development in the process.</p> <p>Throughout this project, you will learn the process of working with clay to create your own 3D forms. You will build on your tonal shading and colouring skills, as well as learning a range of sculpting techniques to create a versatile pot.</p> <p>You will use your imagination to create a range of unique monster designs, finding influence from a range of well known monsters. You will bring your monster character to life, using a range of sculpting skills and techniques to create a usable monster pot.</p> <p>You will learn how to write critically and reflect on the work of James DeRosso, understanding the concept behind the work he created. From this you will learn to describe your own artwork effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none">● Hinge Point - Mid Term Assessment● A clay monster pot based on your final design

Term 5 & 6: The Natural World

You will **develop** an understanding of the significance of nature in the art world, with a focus on wildlife both in and outside of the UK. By exploring prehistoric cave paintings and 21st-century studies.

You will learn the **process** of creating gestural, illustrative and realistic animal studies. This will allow you to practice and refine your skills while creating detailed representations of animals in your own style.

You will use your **imagination** to create personal and meaningful responses, choosing your favourite animals to inspire your work. Using gestural or realistic techniques to bring the animals to life.

You will learn how to write critically and reflect on the work of Abby Diamond, understanding the **concept** behind the work she created. From this you will learn to describe your own artwork effectively.

Assessment:

- Hinge Point - Mid Term Assessment
- Abby Diamond inspired animal study, using watercolour, ink and fineliners

Curriculum Plan: Year 9

Curriculum Focus Areas	Assessment Criteria
<p>Term 1 & 2: The Day Of The Dead</p> <p>You will learn how to develop a wide range of mark making skills, focusing on lines, dots, patterns and layering. You will understand the importance of how different marks can affect a piece of art and enhance its intensity and appearance.</p> <p>You will learn the process of mark-making as well as refining your shading skills, this will help you to create detailed illustrations. You will aim to include depth in your work by including a range of values, focusing on shadows and highlights by minimising or maximising your marks.</p> <p>You will use your imagination and present intricate or loose studies related to ‘Day of The Dead’, using your new mark making skills to refine each piece. We will be using fineliners, ink pens, pencil and charcoal to create unique and original pieces.</p> <p>You will learn how to write critically and reflect on the work of Jose Guadalupe Posada, understanding the concept behind the work. You will learn to describe your own artwork effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Hinge Point - Mid Term Assessment ● A Jose Guadalupe Posada inspired illustration on “Day of The Dead” using fineliners
<p>Term 3 & 4: Anthropomorphism</p> <p>You will develop an understanding of Anthropomorphism, focusing on animals or objects with human characteristics, by exploring how artists have brought characters to life through history.</p> <p>You will learn the process of creating texture using a range of materials, by practising creating different animal facial features in the process. This will help you to design your own detailed anthropomorphic character.</p> <p>You will use your imagination to create your own unique and playful anthropomorphic characters, focusing on including human characteristics like posture and clothing to give your characters extra personality.</p> <p>You will learn how to write critically and reflect on the work of E.H.Shepard, understanding the concept behind the work he created. From this you will learn to describe your own artwork effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Hinge Point - Mid Term Assessment ● An anthropomorphic character to feature alongside Winnie the Pooh using any material desired
<p>Term 5 & 6: Portraiture</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Hinge Point - Mid Term Assessment

<p>You will develop an understanding of portraiture, focusing on using all the formal elements of art. You will be inspired by a range of portrait artists/illustrators.</p> <p>You will learn the process of creating accurate facial proportions, whilst using a range of materials in the process. You will use these skills to create realistic or expressive portraits.</p> <p>You will use your imagination to create a visual pleasing self portrait, choosing between gestural marks or realism to develop your own unique interpretation of your face. Leading you to bring out expression and personality within your work.</p> <p>You will learn how to write critically and reflect on the work of Frida Kahlo, understanding the concept behind the work she created. From this you will learn to describe your own artwork effectively.</p>	<ul style="list-style-type: none"> ● Create a unique self portrait using your chosen material
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Curriculum Plan: Year 10 GCSE Fine Art
Exam Board: AQA - Specification: 8202

Curriculum Focus Areas	Assessment Criteria
<p>Natural or Man-Made Forms</p> <p>Initial research:</p> <p>Title page - Single page Mind map - Double page Mood board - Double page Own imagery - Double page</p>	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Skills workshops:</p> <p>Tone & Form - Double page Fineliner and Ink (Mark Making) - Double page Colour Theory - Double page Soft Pastel & Charcoal - Double page Watercolour Painting - Double page Acrylic Painting - Double page Drawing with Wire - Single page Clay - Single page Mono Printing - Single page Lino Printing - Single page</p>	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>

Mixed Media - Double page	
<p>2 separate artist study pages</p> <p>Each artist study page will be a four - six page layout (or more).</p> <p>This will include:</p> <ul style="list-style-type: none"> ● Artist analysis ● A tiny artist copy - Exploring their techniques and materials ● A personal response - Using your own imagery and their techniques ● Further Development - Using your own imagery and exploring other materials and techniques in the process to create a personal journey ● Personal Development - Focusing on the areas you have had the most success in, developing those skills even further <p>Annotating the art work you create throughout this project to show your journey and how far you have progressed</p>	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Observational Study Page</p> <p>Double page layout</p> <p>Students will have a wide range of natural forms objects from fruits, vegetables, flowers and bugs. They will also need to use their own imagery. They will be expected to create observational drawings using the materials provided, showing a range of sophisticated skills in the process</p>	<p>Assessment:</p> <p>Hinge point task</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Final piece research and development</p> <p>Final piece mind map - Double page</p> <p>Own imagery - Double page</p> <p>Initial ideas (4 designs) - Double page - Annotated</p> <p>Final idea plan - Double page - Annotated</p>	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Final piece (mock exam)</p> <p>5 hour mock exam</p>	<p>Assessment:</p> <p>Students' final piece will be assessed to the 4th assessment objective from AQA</p>

● Curriculum Focus Areas	● Assessment Criteria
<p>Journeys or Human Figure</p> <p>Initial research</p> <ul style="list-style-type: none"> ● Title page - Single page ● Mind map - Double page ● Mood board - Double page ● Own Imagery - Double page 	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>2 - 3 artist study pages</p> <p>Each artist study page will be a four - six page layout (or more).</p> <p>This will include:</p> <ul style="list-style-type: none"> ● Artist analysis ● A tiny artist copy - Exploring their techniques and materials ● A personal response - Using your own imagery and their techniques ● Further Development - Using your own imagery and exploring other materials and techniques in the process to create a personal journey ● Personal Development - Focusing on the areas you have had the most success in, developing those skills even further <p>Annotating the art work you create throughout this project to show your journey and how far you have progressed</p>	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Observational study page</p> <p>Double page layout</p> <p>Students will use their own imagery, related to their chosen theme. They will be expected to create observational drawings using the materials provided, showing a range of sophisticated skills in the process</p>	<p>Assessment:</p> <p>Hinge point task</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Final piece research and development</p> <ul style="list-style-type: none"> ● Final piece mind map - Double page ● Own imagery - Double page ● Initial ideas (4 designs) - Double page - Annotated ● Final idea plan - Double page - Annotated 	<p>Assessment:</p> <p>Students sketchbook work and practice work is assessed to the 4 main assessment objectives from AQA</p>
<p>Final piece (mock exam) December</p> <p>5 hour mock exam</p>	<p>Assessment:</p> <p>Students' final piece will be assessed to the 4th assessment objective from AQA</p>

<p>Students are given their exam papers at the start of term in January.</p> <ul style="list-style-type: none"> • Students work with independence choosing their own starting point from the range of themes provided • 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 their own art work further 	<p>Work is internally marked and moderated then externally moderated by the visiting examiner</p>
<p>Exam Board Externally Set Task (cont).</p> <ul style="list-style-type: none"> • Continued preparation for exam project in May 	<p>Work is internally marked and moderated then externally moderated by the visiting examiner</p>
<p>GCSE Art Exam.</p> <ul style="list-style-type: none"> • 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 	<p>Work is internally marked and moderated then externally moderated by the visiting examiner</p>

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment objective weightings for GCSE Art and Design

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	

AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

