

# Art Curriculum Map: Year 7 to Year 11

## Key Stage 3

## Year Seven

**Half term 6**  
**Microscopic world**  
Students will develop skills and produce a 3D cardboard cell linking to the work of chosen artist.

**Half term 5**  
**Microscopic world**  
Students will look at the work of two artists whilst exploring new techniques.

**Half term 4**  
**Mixed media masterpieces**  
Students will produce a mixed media piece using a range of materials.

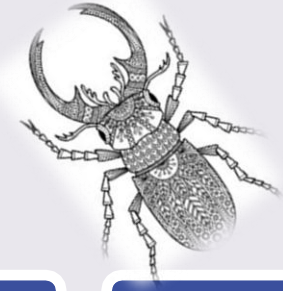
**Half term 3**  
**Mixed media masterpieces**  
Students will build on prior learning and refine core skills whilst conducting research on key artefacts.

**Half term 2**  
**Zentangle Insects**  
Students will continue to demonstrate those skills within a final 'zentangle insect' final piece.

**Half term 1**  
**Zentangle Insects**  
Students will develop an understanding of mark making, weight of line, basic colour theory and simple drawing techniques.

Assessment week

Assessment week



## Year Eight

**Half term 1**  
**STREET ART**  
Students will be introduced to the work and life of Basquiat and Keith Haring.

**Half term 2**  
**STREET ART**  
Students will take inspiration from each artist to design a shoe as a final piece.

**Half term 3**  
**POLYNESIAN TIKI**  
Students will explore Polynesian culture and the symbolism of pattern. They will build on mark making and tonal skills in drawn studies of Tiki masks.

**Half term 4**  
**POLYNESIAN TIKI**  
Students will explore oil pastel and print making to produce a final tiki mask.

**Half term 5**  
**BRUTALISM**  
Students will be introduced to Brutalist architecture with connections to the mural at Leighs Turnpike Gallery, designed by William Mitchell.

**Half term 6**  
**BRUTALISM**  
Students will use key skills to design their own mural and create a relief tile in response to the artist.

Assessment week

Assessment week



## Year Nine

**Half term 6**  
**POP ART**  
Students will use their knowledge learned in HT5 to create a pop art inspired mixed media piece.

**Half term 5**  
**POP ART**  
Students will be introduced to the Pop Art movement through Roy Lichtenstein, exploring primary colours, ben-day dots, typography, and pop culture.

**Half term 4**  
**GAUDI ARCHITECTURE**  
Students will progress to creating a tower inspired by the mosaics produced in a lot of Gaudi's architecture.

**Half term 3**  
**GAUDI ARCHITECTURE**  
Students will look at the work and life of Antonio Gaudi and explore drawing techniques to produce a response to the Parc Guell lizard sculpture in Barcelona.

**Half term 2**  
**EVERYDAY OBJECTS**  
Students will progress to producing a final outcome using a digital element on the I pads inspired by Michael Craig Martin.

**Half term 1**  
**EVERYDAY OBJECTS**  
Students will be exposed to project based tasks, to give them an insight to GCSE through the theme of Everyday Objects, linking to Michael Craig Martin.

Assessment week

Assessment week



## Year Ten

## Key Stage 4 – GCSE

**Half term 1**  
**COMPONENT ONE**  
Students will start the project by completing visual mind maps, experimental workshop activities, and early responses which explore various aspects of the natural world.

**Half term 2**  
**COMPONENT ONE**  
Students will start the project by completing visual mind maps, experimental workshop activities, and early responses which explore various aspects of the natural world.

**Half term 3**  
**COMPONENT ONE**  
Students will develop a range of printing techniques, observational studies, respond to the work of artists through sustained pieces, and explore presentation and independent annotation.

**Half term 4**  
**COMPONENT ONE**  
Students will develop a range of printing techniques, observational studies, respond to the work of artists through sustained pieces, and explore presentation and independent annotation.

**Half term 5**  
**COMPONENT ONE**  
Students will develop a range of printing techniques, observational studies, respond to the work of artists through sustained pieces, and explore presentation and independent annotation.

**Half term 6**  
**COMPONENT ONE**  
Students will develop a range of printing techniques, observational studies, respond to the work of artists through sustained pieces, and explore presentation and independent annotation.

Assessment week

Assessment week

## Year Eleven

**Half term 6**  
Students will sit other GCSE exams before leaving school fully.

**Half term 5**  
**COMPONENT TWO**  
Students will complete the 10 hour exam after Easter and make final adjustments to Comp 1 before submission. Work is marked and submitted at the end of May.

**Half term 4**  
**COMPONENT TWO**  
Students start the exam by developing a personal project in response to a chosen question. This planning period focuses on hitting each AO and realise intentions for final outcome.

**Half term 3**  
**COMPONENT TWO**  
Students start the exam by developing personal project in response to a chosen question. This planning period focuses on hitting each AO and realise intentions for final outcome.

**Half term 2**  
**COMPONENT ONE**  
Students will be finalising component one, ensuring everything is finished to the highest standard before the exam starts after Christmas.

**Half term 1**  
**COMPONENT ONE**  
Students will be finalising component one, ensuring everything is finished to the highest standard before the exam starts after Christmas.

Mock exams

Mock exams

Further Education/Employment

# Art Curriculum

## Rationale

Art and Design encourages students to explore their creativity, develop visual literacy, and express personal ideas through a variety of materials and techniques. It builds critical thinking, problem-solving, and communication skills while promoting self-confidence and cultural awareness. Through studying a range of artists, students gain insight into different perspectives and artistic practices. The subject supports the development of independent thinking and prepares students for further education or careers in creative fields.

## Intent

“As Westleigh artists we can make the imagined real and we can capture and reflect the world around us. We can speak when words might fail, we are brave and bold, are inspired by others, whilst making mistakes through learning new skills. We, as Artists, will express ourselves freely, as equals”

## Implementation

Learning is embedded through the development of knowledge and skills over time through overlapping themes. Projects are planned (and marked) holistically across all key stages in order to, whilst following structure, allow for fluidity and change, to reflect the often-non-linear journey of the artist. Confidence is built through a foundation of experiences with a range of media (both 2 and 3 dimensional) which begins in KS3 when we take the students through all key elements of art and design. Throughout KS3 all of these key elements are revisited, whilst accessing different media to ensure a wide range of experiences across Y7/8. This methodology allows for effective differentiation, marking and feedback as well as stretch and ‘mastery’ for more able KS3 students. In both key stage 3 and 4 students will access written tasks, whether recapping practical skills, understanding subject specific terminology or analysing the work of artists. The rationale here is that those students who don’t pursue art at KS4 will still have participated in a wide range of creative experiences and developed both practical and written transferable skills. Our KS4 artists will access activities enabling them to further develop skills at a sophisticated level, providing a ‘tool belt’ of practical applications needed to pursue independent creative lines of enquiries along a loose theme/framework. They will also be encouraged to analyse at a deeper level through extended writing tasks and thorough written reflections to enable them to examine their own practice and identity as ‘the artist’.

## Impact

Within the key stage 3 journey, practical skills will commence using various media, demonstrating technical skills around aspects of drawing, painting, printmaking, mixed media, digital art/manipulation and 3D exploration. Formal elements such as basic colour theory and the principals of mark making, application of tone and the qualities of texture should be understood. Students will have the ability to articulate verbally/in writing and will be empowered to make informed creative choices in order to pursue a successful outcome.

Within the key stage 4 journey, practical abilities will be more sophisticated which alongside written work will demonstrate a deeper understanding of their own practice and the work of relevant artists. Students will be able to independently follow a line of enquiry, planning, exploring, preparing and presenting a body of work which presents a range of techniques, styles and approaches.