



ART & DESIGN AND PHOTOGRAPHY

CURRICULUM OVERVIEW



ART & DESIGN CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our Art, Design, and Photography curriculum is built on a foundation of creativity, opportunities, and our character charter. We strive to foster resilience, confidence, and an enriched understanding of the art world, enabling students to navigate life's challenges with a broadened perspective. Our curriculum encompasses a wide range of skills including drawing, painting, sculpture, and various craft and design techniques.

In Key Stage 3, our Art and Design curriculum is meticulously sequenced to allow students to progressively build on their artistic practice. This structure engages and inspires students, ensuring they are challenged and have a strong foundation in artistic techniques. Theme-based projects provide students with diverse experiences in different mediums, helping them develop both knowledge and creativity. Additionally, students are encouraged to enhance their social skills, make informed decisions, and take pride in their work.

Our objective is to deliver a dynamic and inclusive curriculum that encourages individuality, self-esteem, and innovative thinking. Through Art and Photography, students explore a variety of topics and themes, promoting engagement and success.

To support students with SEND needs, we implement differentiated instruction and resources tailored to diverse learning requirements. We utilize visual aids, hands-on activities, and technology to enhance comprehension. Regular assessments and constructive feedback are integral to our approach, ensuring all students know more, remember more, and do more. By embracing these principles, we aim to empower every student to excel and flourish in Art, gaining more knowledge, retaining it effectively, and applying it confidently.

KEY CONCEPTS

<p>Drawing and Technical Skills</p> <ul style="list-style-type: none"> Fundamentals of drawing, mark making, tone application, and technical skills such as setting up studios and using cameras. 	<p>Colour Theory and Application</p> <ul style="list-style-type: none"> Understanding and applying colour theory in various artistic and photographic contexts. 	<p>Media Exploration and Experimentation</p> <ul style="list-style-type: none"> Experimenting with different media such as oil pastel, collage, ink, pencil, watercolours, and photographic techniques. 	<p>Art and Photography History and Context</p> <ul style="list-style-type: none"> Learning about significant artists, photographers, movements, and historical context relevant to the projects.
<p>Perspective and Architectural Drawing</p> <ul style="list-style-type: none"> Gaining knowledge and skills in one-point and two-point perspective for architectural drawings and other relevant contexts. 	<p>Texture, Sculpture, and Mixed Media</p> <ul style="list-style-type: none"> Creating textures, exploring sculpture techniques with different materials, and using mixed media. 	<p>Creative Expression and Contemporary Art Forms</p> <ul style="list-style-type: none"> Encouraging creative expression through contemporary forms like graffiti, street art, and modern photography. 	<p>Creative Planning, Evaluation, and Presentation</p> <ul style="list-style-type: none"> Developing mind maps, mood boards, annotating artist works, evaluating their own work and others', and presenting ideas effectively.

KEY CONCEPTS MAPPING

	Term 1	Term 2	Term 3
Year 7	African Art: Introduction to art	Natural forms: Abstract art	Mini Beasts: Formal elements
Year 8	Illustration	Buildings and Architecture	Under the sea
Year 9	Graffiti Art	Photography	Portraiture
Year 10 Art	Skills Development - Practicing with materials and processes	Component 1 - Project work	Component 1 - Final outcome and presentation, Preparation for Component 2 - Practicing with a brief/Skills development
Year 10 Photography	Developing techniques - Practicing with materials and processes within photography	Component 1 - Project work	Component 1 - Project work (continued with experimentation, exploration, and development)
Year 11 Art	Mock Component 1	Mock Component 2 feedback and practice brief, Component 2 - Responding to a client brief preparation, Activity 1 and 2	Component 2 - Responding to a client brief Activity 3 and 4, Component 3
Year 11 Photography	Component 2 - Responding to a client brief Activity 3 and 4, Component 3	Component 2 - Examination (creating a body of work over 12 weeks based on a theme from the AQA exam board)	
Year 12 Art	Fragmentation and Distortion	Artistic Development and Final Piece	Exploration and Final Piece Preparation
Year 13 Art	Developmental Studies and Final Outcome	Thematic Exploration and Development	Final Outcome and Examination
Year 12 Photography	Understanding the Camera	Refining Images and Developing Techniques	Theme-Based Project for Component 1
Year 13 Photography	Theme-Based Project and Development	Examination Preparation and Development	Finalizing Component 1 and Producing Outcomes

ART & DESIGN KEY CONCEPTS

Drawing and Technical Skills	Colour Theory and Application	Media Exploration and Experimentation	Art and Photography History and Context
Perspective and Architectural Drawing	Texture, Sculpture, and Mixed Media.	Creative Expression and Contemporary Art Forms	Creative Planning, Evaluation, and Presentation

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3
Year 7	African Art- Introduction to Art Line, Shape, Form, Tone, Texture, Colour, Space, Contrast, Composition, Technique	Natural forms - Abstract art Abstract, Expressionism, Non-representational, Balance, Harmony, Medium, Experiment, Palette, Brushstroke, Concept	Mini Beasts - Formal elements Natural forms, Observation, symmetry, balance, Watercolour, Natural, Detail, line, form and shape
Year 8	Illustration Character, Design, Illustration, Pop Art, Contemporary, Comic, Storyboard, Narrative, Creativity, Visual	Buildings and Architecture Architecture, Perspective, Blueprint, Structure, Symmetry, Facade, Proportion, Urban, Landmark, Architectural	Under the sea Marine, Sculpture, Clay, Texture, Submerge, Aquatic, Sea Life, Three-dimensional, Underwater, Oceanic
Year 9	Graffiti Art Graffiti, Tag, Street, Murals, Spray, Urban, Typography, Bold, Rebellion, Contemporary	Photography Photography, Portrait, Fragment, Exposure, Lens, Aperture, Framing, Subject, Hockney, Montage	Portraiture Portraiture, Self-portrait, Profile, Likeness, Realism, Caricature, Mixed Media, Render, Model, Exhibit
Year 10	Skills Development Sketching, Carving, Stencil, Engraving, Moulding, Canvas, Easel, Palette Knife, Brushwork, Drafting	Component 1 - Project work Conceptual, Realistic, Abstract, Symbolism, Impression, Digital, Print, Installation, Collage, Medium	Component 1 - Final outcome and presentation Exhibit, Curate, Audience, Display, Critique, Installation, Installation, Portfolio, Showcase, Presentation
Year 11	Mock Component 1 Brief, Proposal, Draft, Concept, Revision, Technique, Feedback, Review, Critique, Evaluation	Mock Component 2 feedback and practice brief Reflection, Iteration, Synthesis, Experiment, Exploration, Assessment, Peer Review, Outcome, Finalize, Adaptation	Component 2 - Responding to a client brief Activity 3 and 4 Briefing, Collaboration, Execution, Completion, Deadline, Deliverable, Interpretation, Refinement, Submission, Client
Year 10 Photography	Developing techniques ISO, Shutter Speed, Composition, Lighting, Tripod, Backdrop, Focus, Depth, Exposure, Editing	Component 1 - Project work Theme, Series, Portfolio, Artistic, Curatorial, Storytelling, Perspective, Angle, Visual, Artistic	Component 1 - Project work (continued) Conceptualize, Interpret, Develop, Experiment, Research, Plan, Execute, Critique, Finalize, Present
Year 11 Photography	Component 1 - Project work - A04 Process, Document, Capture, Vision, Innovate, Technique, Method, Study, Portfolio, Outcome	Component 2 Examination Examination, Assessment, Creation, Production, Review, Analysis, Documentation, Presentation, Mastery, Finalization	
Year 12 Art	Fragmentation and Distortion Fragmentation, Distortion, Proportions, Observational, Hepworth, Sculpture, Wire, Anzeri, Needle, Thread	Artistic Development and Final Piece Vocabulary, Visual, Composition, Narrative, Evaluation, Mind Map, Initial Ideas, Analytical, Primary Source, Experimentation	Exploration and Final Piece Preparation Imaginative, Personal, Venn Diagram, Bullet Point, Miniature, Rough Pieces, Final Piece, Sketches, Annotations, Refine
Year 13 Art	Developmental Studies and Final Outcome Developmental, Experimentation, Techniques, Visual Elements, Intentions, Composition, Contextual, Merge, Upscaling, Feedback	Thematic Exploration and Development Enquiry, Analytical, Independent, Refinement, Primary, Secondary, Techniques, Mock Piece, Success, Research	Final Outcome and Examination Design Idea, Exam, Submission, Component, Finalize, Materials, Assessment, Adjustments, Preparation, Portfolio
Year 12 Photography	Understanding the Camera DSLR, Manual, ISO, Focusing, Shutter, Panning, Framing, Resolution, Composition, Photoshop	Refining Images and Developing Techniques Adobe, Manipulation, Mood Board, Showcase, Re-create, Annotate, Keywords, Graphic, Mind Map, Photographer	Theme-Based Project for Component 1 Assessment, Insights, Outcomes, Controlled Test, Mount, Developmental, Research, Contextual, Techniques
Year 13 Photography	Theme-Based Project and Development Theme, Experiment, Insights, Composition, Essay, Comparison, Merge, Styles, Evaluation, Feedback	Examination Preparation and Development Mind Map, Mood Board, Observational, Techniques, Re-create, Annotate, Photographer, Controlled, Mount, Feedback	Finalising Component 1 and Producing Outcomes Finalize, Submission, Experimenting, Refining, Outcome, Preparation, Assessment, Documentation, Portfolio, Completion

ADAPTATIONS FOR SEND STUDENTS IN ART & DESIGN LESSONS

GENERAL ART & DESIGN SEND STRATEGIES

SEND WITHIN ART & DESIGN KEY CONCEPTS

<p>READING SUPPORT</p> <ul style="list-style-type: none"> • Key terms in art-related texts (e.g., "primary colours," "perspective," "collage") are underlined and emboldened to highlight important concepts. • Teachers read aloud instructions, historical texts, and project descriptions with expressive intonation to model fluent reading. • Students are encouraged to respond to questions about art techniques, history, and their own work in complete sentences, using academic vocabulary. • Key art terms (e.g., "hue," "texture," "Impressionism") are taught in advance, and students are required to use these terms in discussions and written work. • Students are given time to plan and rehearse their explanations and reflections on art projects before presenting them. • Glossaries of important terms and definitions related to the unit are provided at the beginning for easy reference. • Writing assignments are divided into manageable steps with clear instructions and support, such as templates and guided outlines. • Teachers model writing tasks (e.g., reflections, analyses) first, then practice with students, and finally have students complete the tasks independently. • Students are allocated time to revise and improve their written work, focusing on content, structure, and clarity. • Students review their written work and correct errors using a green pen, promoting attention to detail and self-editing skills. 	<p>Drawing and Technical Skills</p> <ul style="list-style-type: none"> • Adaptation: Provide step-by-step instructions and visual aids to help students understand the basics of drawing. Use larger, easy-to-hold drawing tools to improve grip and control. • Examples: Use simplified drawing exercises, provide tracing options, and employ assistive technology for students with fine motor difficulties. 	<p>Colour Theory and Application</p> <ul style="list-style-type: none"> • Adaptation: Use colour-coded materials and visual aids to teach colour theory. Provide hands-on activities with physical colour wheels and mixing palettes. • Examples: Offer pre-mixed colours for students who may struggle with mixing, use textured surfaces to differentiate colours by feel, and provide digital tools for colour exploration. 	<p>Media Exploration and Experimentation</p> <ul style="list-style-type: none"> • Adaptation: Introduce different media gradually, ensuring students are comfortable with one before moving to the next. Use adaptive tools and materials that are easier to manipulate. • Examples: Provide thicker brushes, adaptive scissors, and other modified tools. Use pre-cut shapes and stencils for collage work, and offer alternatives like digital media for students who find traditional media challenging. 	<p>Art and Photography History and Context</p> <ul style="list-style-type: none"> • Adaptation: Simplify complex historical contexts and provide summaries with visual supports. Use multimedia resources like videos and interactive timelines. • Examples: Create visual storyboards of art movements, use picture books, and provide guided notes to help students retain information.
<p>EXAM PREPARATION</p> <ul style="list-style-type: none"> • Create visual study guides and mind maps that summarize key concepts, historical contexts, and important artists. Include key terms and definitions prominently. <ul style="list-style-type: none"> ◦ Example: Use a step-by-step approach to analyse past paper questions, create outlines for essay responses, and practice writing under exam conditions. Review and discuss model answers to highlight effective strategies. • Provide students with past exam papers and guide them through the process of answering questions under timed conditions. Break down each question into smaller parts to help students structure their responses. <ul style="list-style-type: none"> ◦ Example: Develop mind maps that connect major art movements with key artists and their works, using images and keywords to reinforce memory. Provide students with these visual aids to help them review and recall information efficiently. 	<p>Perspective and Architectural Drawing</p> <ul style="list-style-type: none"> • Adaptation: Use physical models and 3D aids to help students understand perspective. Provide grid paper and tools that simplify the drawing process. • Examples: Use rulers with grips, offer 3D drawing software, and provide step-by-step guided worksheets for one-point and two-point perspective. 	<p>Texture, Sculpture, and Mixed Media</p> <ul style="list-style-type: none"> • Adaptation: Offer a variety of textures and materials for tactile exploration. Use larger, easier-to-handle materials for sculpture work. • Examples: Provide clay with different firmness levels, use adaptive tools for shaping and cutting, and incorporate sensory-friendly materials like soft textiles or foam. 	<p>Creative Expression and Contemporary Art Forms</p> <ul style="list-style-type: none"> • Adaptation: Encourage self-expression by offering a choice of media and techniques. Use collaborative projects to foster social interaction and confidence. • Examples: Provide a range of materials and allow students to choose what they are comfortable with, use group projects to support social skills, and offer verbal or audio options for students who struggle with written expression. 	<p>Creative Planning, Evaluation, and Presentation</p> <ul style="list-style-type: none"> • Adaptation: Break down planning and evaluation tasks into manageable steps. Use visual organizers and checklists to guide students through the process. • Examples: Provide templates for planning and reflection, use visual schedules, and offer one-on-one support during evaluation and presentation stages.

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3
Year 7	<p>African Art: Introduction to art</p> <p>Students will learn the drawing basics, including how to create a successful two-stage drawing, understand the meaning of tone and how to apply it along with techniques in mark making. Students will also gain an understanding of colour theory and application.</p>	<p>Natural Forms - Abstract art</p> <p>Students will learn the fundamentals of abstract art, including relevant artists and history. They will experiment with a range of media such as oil pastel and collage to help create abstract works inspired by selected abstract artists.</p>	<p>Mini Beasts: Formal Elements</p> <p>Students will be exposed to a range of insects from around the world. They will draw from observation and create a piece of art inspired by artists within this field. Students will develop skills in ink, pencil, and watercolour.</p>
Year 8	<p>Illustration</p> <p>Students will design characters for illustration, inspired by the pop art movement and contemporary artists. They will create and design a comic strip storyboard.</p>	<p>Buildings and Architecture</p> <p>Students will gain a working knowledge of both one-point and two-point perspective. They will create architectural drawings showcasing both techniques and use relevant artists and their techniques to create final outcomes using watercolour and fine liner pens.</p>	<p>Under the sea</p> <p>Students will explore a range of forms from under the sea. They will test different ways of creating texture and mark making with a range of tools and techniques and create a range of sculptures in clay.</p>
Year 9	<p>Graffiti Art</p> <p>Students will create a tag and explore the work of 'Daze'. They will learn about his background and style, analyse, and respond to it by creating their own street art piece. The lessons will promote creative expression and an appreciation for contemporary art forms.</p>	<p>Photography</p> <p>Students will be exposed to a range of photographic fragmentation skills in art. They will plan and create a range of portraits inspired by the works of David Hockney and create work based on his techniques.</p>	<p>Portraiture</p> <p>Students will be exposed to a range of portraits from around the world. They will plan and create a range of mixed media, taking inspiration from several artists. Students will create a piece of work based on different techniques and styles.</p>
Year 10 Art	<p>Skills Development - Practicing with materials and processes.</p> <p>Students will enhance their proficiency in various techniques through hands-on exercises. They will acquire skills in drawing, painting, printmaking, sculpture, and mixed media, among others. The unit aims to foster critical thinking and problem-solving skills, encouraging students to take risks in their creative pursuits.</p>	<p>Component 1 - Project work</p> <p>Students will be introduced to the fundamental principles of visual language, materials, and techniques used in art and design. They will explore different media, develop their skills in observation and analysis, and learn how to present their ideas effectively.</p>	<p>Component 1 - Final outcome and presentation</p> <p>Students will finalize their Component 1 projects and prepare for Component 2 by practicing with a brief and developing skills. They will continue to explore different media, develop their skills in observation and analysis, and learn how to present their ideas effectively.</p>
Year 11 Art	<p>Mock Component 1</p> <p>Students will develop their skills in responding to a brief, generating ideas, and producing an outcome in Mock Component 1. They will explore a range of techniques and processes and learn how to evaluate their own work and the work of others.</p>	<p>Mock Component 2 feedback and practice brief Component 2 - Responding to a client brief preparation, Activity 1 and 2</p> <p>Students will receive feedback on Mock Component 2 and practice responding to a client brief with Activities 1 and 2. They will continue to explore a range of techniques and processes and learn how to evaluate their own work and the work of others.</p>	<p>Component 2 - Responding to a client brief Activity 3 and 4</p> <p>Students will complete Component 2 by responding to a client brief with Activities 3 and 4. They will develop their skills in generating ideas and producing an outcome, exploring various techniques and processes and learning how to evaluate their own work and the work of others.</p>

Year 10 Photography	<p>Developing techniques - Practicing with materials and processes within photography</p> <p>Students will develop techniques by practicing with materials and processes within photography. They will understand how to set up the studio, use cameras, create mind maps, mood boards, and annotate artist works.</p>	<p>Component 1 - Project work</p> <p>Students will start to create a body of work based on their chosen theme for Component 1. They will cover A01 during this section and create works relating to their artists.</p>	<p>Component 1 - Project work</p> <p>Students will continue to move onto A02 and A03, which includes experimentation, exploration, and development of their works based on their artist. They will also need to record from observations.</p>
Year 11 Photography	<p>Component 1 - Project work -A04</p> <p>Students will continue to work on A02 and A03 for Component 1, which includes experimentation, exploration, and development of ideas. They will need to create an outcome inspired by the work of their artist to realize their intentions.</p>	<p>Component 2 Examination</p> <p>Students will create a body of work over 12 weeks based on a theme from the AQA exam board for Component 2 Examination.</p>	
Year 12 Art	<p>Fragmentation and Distortion</p> <p>Students will start by learning the proportions of a portrait and completing a baseline test on a portrait. They will research the theme of fragmentation and distortion, creating a title page, mind map, and mood board for this theme. Observational drawings related to fragmentation and distortion will be produced, and an artist research page of their choice will be developed and marked, with feedback provided on how to improve. The term includes a teacher-led study of Barbara Hepworth, with students copying her sculptures using soap and designing their own Hepworth-style sculpture in clay. They will also research and recreate the wire sculptures of Gavin Worth using wire and a glue gun, and study the work of Maurizio Anzeri, creating copies using found images and needle and thread, then applying this technique to their primary source photos. Students will sketch ideas integrating the styles of Hepworth, Worth, and Anzeri, testing various materials, styles, and patterns to create original and unique works. The term will culminate in planning their final piece.</p>	<p>Artistic Development and Final Piece</p> <p>In Term 2, students will familiarize themselves with key vocabulary and reference visual elements and principles, understanding and discussing artistic choices in composition and form, themes, issues, narratives, and ideas in their own and others' work. They will use written forms to evaluate their work, making judgments about its effectiveness and success, and create their final piece, responding to feedback to improve their portfolio. Students will research exam questions and artists, developing initial ideas through title pages, mind maps, and initial drawings. Analytical drawings from primary source photos will be produced, and high-quality pieces in various media will be created. Students will develop their pieces through experimentation with materials, colour, texture, and subject, documenting their artist research, response, and idea development in the first part of an essay. A second artist research page will be completed, with responses to the artist using primary sources, and experimentation with combining elements from the two artists explored so far.</p>	<p>Exploration and Final Piece Preparation</p> <p>During Term 3, students will select and highlight an idea, visual element, or composition for further exploration. They will explore a range of photography, drawing, painting, textiles, and printmaking skills, producing larger development pieces to showcase their skills and practice techniques. The second part of their essay will document their second artist research, response, and idea development. Students will complete a third artist research page and respond to the artist appropriately, producing development pieces that combine influences from the three artists and their own imaginative ideas. They will create a Venn diagram, bullet point list, or mind map of ideas for their final piece, drawing from their research and development work. Small sketches and miniature rough pieces for potential final piece compositions will be developed and annotated, with ongoing refinement and testing of materials to ensure successful outcomes. Students will complete any unfinished work, review and refine their portfolio, and prepare materials for their final piece, culminating in a practice final piece, receiving feedback, and making final adjustments before completing their final piece in the exam.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 13 Art</p>	<p>Developmental Studies and Final Outcome</p> <p>Students will focus on making developmental studies that demonstrate experimentation with composition, materials, media, and techniques. They will explore using visual elements in different combinations to achieve particular effects and use visual methods and writing to record their artistic intentions. Throughout the term, students will communicate the process and journey from stimulus to outcome, evaluating work in progress to select and make small changes to achieve their artistic intention. They will develop contextual research to formalize ideas, merge artist techniques to create compositions, and experiment with a variety of materials. Students will develop 4-6 unique ideas relating to their theme and practice upscaling their work. Refining and developing the best ideas will lead to producing a final outcome based on all contextual research, development, and techniques. Understanding artistic choices in composition and form will be crucial as students complete a final outcome over 20-25 hours, responding to changes and adaptations. The term will conclude with evaluating, responding to feedback, and completing Component 1.</p>	<p>Thematic Exploration and Development</p> <p>In Term 2, students will select a theme to explore an ongoing enquiry, idea, or question. They will research and source artists to develop their ideas and produce analytical drawings from initial responses. Independent research will be key, along with skilful recording of the artistic process, including successes and creative mistakes. Students will use visual methods and writing to record their artistic intentions, communicating the process and journey from stimulus to outcome. They will produce a range of developmental studies and studio work as well as refined completed studies. Initial research will cover all topics, refined from seven to three. Students will develop one chosen theme based on research, gather work from 3-5 artists, and create artist pages. They will copy the work and techniques of these artists, practice with a variety of techniques, and collect primary and secondary images. Using secondary images, students will recreate the work of the artist and communicate ideas through annotations. Experimentation will include testing materials and scale with multiple ideas, leading to refining the best idea and creating a mock version of the final piece, evaluating its success and development points.</p>	<p>Final Outcome and Examination</p> <p>During Term 3, students will produce a final outcome based on all contextual research, development, and techniques. They will understand artistic choices in composition and form, developing a final design idea for their exam. This term culminates in a 15-hour exam (AO4) where students complete their final piece and submit Component 2. They will also hand in Component 1, marking the conclusion of their Year 13 Art coursework.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 12 Photography</p>	<p>Understanding the Camera</p> <p>Students will begin by learning how to operate a DSLR camera, experimenting with different setting modes and capturing images using manual settings. They will gain an understanding of the effects of ISO and focusing on an image. The term will start with an introduction to the history of photography, followed by digital camera knowledge and research, and annotation of their findings. Students will recap DSLR basics, experiment with settings, and annotate their results. They will focus on manual settings, shutter speeds, and panning techniques, with continuous annotation of their progress. The term includes exploring print quality, ISO settings, light painting, framing, and assessment. Students will work independently, increasing their skills using a wide range of media confidently and creatively. They will study studio setup, understand the importance of compositional elements, explore resolution, and explain low and high resolution. The term will cover photographic elements, low light composition, rules of thirds, balance and form, and will conclude with Photoshop experiments and assessments.</p>	<p>Refining Images and Developing Techniques</p> <p>In Term 2, students will refine their images using a range of resources, media, and mark-making, including image manipulation tools on Adobe Photoshop. They will enhance their recording skills through graphic communication from both collected sources and direct observation. The term begins with selecting a theme and creating a mind map, followed by developing a mood board and presenting it with annotations. Students will take observational photographs, annotate them, and showcase 4-6 images with detailed annotations. They will research one photographer, annotate their work, and re-create examples using key words. The term will involve researching a second photographer, annotating images, and continuing the process of image re-creation and annotation.</p>	<p>Theme-Based Project for Component 1</p> <p>In Term 3, students will work on a theme-based project for Component 1, ensuring they meet all assessment objectives (AO1 to AO4) according to the AQA mark scheme. This includes researching artists (AO1), experimenting and developing techniques (AO2), generating ideas and insights (AO3), and producing outcomes and final pieces (AO4). Students will annotate images using key words, re-create examples, and conduct extensive research on multiple photographers. They will continue the process of annotation and re-creation, ensuring thorough documentation and analysis. The term will conclude with students refining their work, ensuring it meets all criteria for the final assessment.</p>

Theme-Based Project and Development

Students will work on a theme-based project for Component 1, covering all assessment objectives (AO1 to AO4) according to the AQA mark scheme. They will begin by researching artists (AO1) and experimenting with techniques and materials (AO2). The term includes generating ideas and insights (AO3) and producing outcomes and final pieces (AO4). Students will plan their essays and make comparisons using key photographic terms. They will develop their projects by combining two styles together across multiple iterations. Assessment points throughout the term will help guide their progress. Students will create three plans for a final composition and complete their final piece. The term will end with an evaluation and feedback session.

Examination Preparation and Development

In Term 2, students will continue to focus on the assessment objectives (AO1 to AO4) as they start preparing for the AQA examination. They will create mind maps and mood boards, annotate their observational images, and explain the techniques used. Students will research and re-create examples from four different photographers, each accompanied by an explanation of their techniques. The term includes developing their projects by combining styles and creating plans for their final composition. A controlled test will allow students to create a final piece, followed by mounting all their work. Assessment points and feedback sessions will ensure they are on track. The term concludes with completing any unfinished work from Component 1.

Finalizing Component 1 and Producing Outcomes

During Term 3, students will finalize their theme-based project for Component 1, ensuring all components meet the AQA mark scheme (AO1 to AO4). They will complete any unfinished work from previous terms and focus on experimenting and developing their ideas (AO2). The final part of the term will be dedicated to producing the final outcome (AO4). Students will use this time to refine their projects, ensuring they are prepared for the final assessment and submission.

ART & DESIGN AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)

- **Term 1:** Self-portraits, introduction to Continuous Provision (CP) areas including messy area, dough, etc.
- **Term 2-6:** Exploration of various media (paint, pastels, collage, dough, felt tips, pencils) as part of Continuous Provision, developing skills through themes and own interests.

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Term 1: Drawing, painting, and printing (Artist study: David Najjar, linked to seasons) • Term 2: Collage (Artist study: Megan Coyle, linked to "Giraffes Can't Dance" book) • Term 3: 3D form (Create clay fossils, linked to dinosaurs topic) 	<ul style="list-style-type: none"> • Term 1: Collage (Artist study: Andy Goldsworthy, linked to Science habitats) • Term 2: Drawing and painting (Artist study: Vincent Van Gogh, Sunflowers) • Term 3: 3D form (Clay Dragons Eyes) 	<ul style="list-style-type: none"> • Term 1: Painting and printing (Artist study: Banksy, "Singing in the Rain") • Term 2: Drawing and painting (Artist study: Heather Galler, flowers and bold colours) • Term 3: 3D form (Paper mâché masks and painting techniques)
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Term 1: Drawing (Artist: Chris Mould, chalk and charcoal sketches of the Ironman) • Term 2: Printing (Create a resist print of an Aztec pattern) • Term 3: Drawing and painting (Artist study: Hans Holbein, British Monarchs from the past) 	<ul style="list-style-type: none"> • Term 1: Collage (Layered Viking longboat art) • Term 2: Drawing and painting (Artist study: Henri Rousseau, watercolours) • Term 3: Drawing and printing (Artist study: William Morris) 	<ul style="list-style-type: none"> • Term 1: 3D form (Wire art linked to WW2, Artist study: Bridge Baker, Alexander Calder, Elizabeth Berrien) • Term 2: Drawing and painting (Drawings of animals linked to evolution, linked to Science) • Term 3: Drawing and painting (Optical illusion, Artist study: Bridget Riley)

ART & DESIGN KEY CONCEPTS

Drawing and Technical Skills	Colour Theory and Application	Media Exploration and Experimentation	Art and Photography History and Context
Perspective and Architectural Drawing	Texture, Sculpture, and Mixed Media.	Creative Expression and Contemporary Art Forms	Creative Planning, Evaluation, and Presentation

NOTTINGHAM ACADEMY ART & DESIGN & NATIONAL CURRICULUM COMPLIANCE

<p>1. Use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</p>	<p>2. Use a range of techniques and media, including painting</p>	<p>3. Increase their proficiency in the handling of different materials</p>
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> • Year 7 Term 1: Basic drawing techniques and colour theory • Year 7 Term 3: Mini Beasts (drawing from observation) • Year 8 Term 1: Illustration (designing character for illustration) • Year 8 Term 2: Buildings and Architecture (architectural drawings) • Year 9 Term 2: Photography (portraits inspired by David Hockney) • Year 10 Term 1: Skills Development (drawing, painting, printmaking, sculpture) • Year 10 Photography Term 1: Developing techniques in photography (using cameras, creating mind maps, mood boards) • Year 11 Term 2: Responding to a client brief (generating ideas and producing an outcome) 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> • Year 7 Term 1: Basic drawing techniques and colour theory • Year 7 Term 2: Abstract art (using oil pastel and collage) • Year 8 Term 3: Under the sea (exploring texture and mark making with different tools) • Year 9 Term 1: Graffiti Art • Year 9 Term 3: Portraiture (mixed media techniques) • Year 10 Term 1: Skills Development (drawing, painting, printmaking, sculpture) • Year 10 Term 2: Component 1 - Project work (exploring different media) • Year 11 Term 1: Mock Component 1 (responding to a brief with a range of techniques) 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> • Year 7 Term 1: Basic drawing techniques and colour theory • Year 7 Term 2: Abstract art (using oil pastel and collage) • Year 8 Term 2: Buildings and Architecture (using watercolour and fine liner pens) • Year 8 Term 3: Under the sea (sculptures in clay) • Year 9 Term 2: Photography (fragmentation skills, inspired by David Hockney) • Year 10 Term 1: Skills Development (handling various materials) • Year 10 Term 2: Component 1 - Project work (handling different materials and techniques) • Year 11 Photography Term 1: Developing techniques (experimentation and exploration of materials)
<p>4. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>5. About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> • Year 7 Term 1: Basic drawing techniques and colour theory (understanding tone and application) • Year 8 Term 1: Illustration (evaluating character designs) • Year 9 Term 1: Graffiti Art (analysing street art) • Year 9 Term 2: Photography (evaluating photographic techniques) • Year 10 Term 2: Component 1 - Project work (presentation and evaluation of ideas) • Year 11 Term 1: Mock Component 1 (evaluation of response to a brief) • Year 11 Term 2: Responding to a client brief (evaluation of final outcomes) 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> • Year 7 Term 2: Abstract art (history and artists) • Year 8 Term 2: Buildings and Architecture (relevant artists and historical techniques) • Year 9 Term 1: Graffiti Art (study of contemporary street art) • Year 10 Term 2: Component 1 - Project work (study of visual language and historical context) • Year 11 Term 2: Responding to a client brief (historical context and application in projects) 	