Curriculum Map Art and Design 2026- 2027 Secondary

Intent

The Art and Design curriculum allows students to experience the wonder of the Arts in the world we live in. To provide a rich curriculum that encourages students to think intellectually, develop ideas, concepts, create works and reflect on their successes. The Arts will support students with the skills to develop thinking strategies that can transfer into higher education and future life.

Spiritually students can investigate visual, tactile and the sensory qualities of their own and others work and use literacy skills to describe artwork using key artist's terms and definitions. Understanding of how to view, read, analyse and reflect on cultural images and individuals' art works.

Students know how mathematics used in art, symmetry, pattern, perspective and proportions. They can identify them in artworks. How history and the wider world integrated into Art, discuss why it has enabled Artists and designers to share their work on a global scale and discover new audiences. Cross-curricular links Combine KS3 Art with Science department, Geography and History though research and discuss Artists who have applied scientific forms to their artwork.

Knowledge - Substantive knowledge: Specific, factual content for the topic, which should be connected into a careful sequence of learning.

Skills - Disciplinary knowledge: This is the action taken within a particular topic in order to gain substantive knowledge.

KEY STAGE 3 Year 7 Curriculum Overview 2026-2027

Drawing/ Mark Making	Painting	Sculpture/ 3D
Collage	Textiles	Printing Photography
Artist research Mixed Media	Architecture Perspective	Graphics/ Illustration

YR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**Drawing**	**Colour Theory**	**Abstract**	**Artist Study**	**Collage Photography**	**3D Design**
Key New Knowledge	Development of drawing skills and techniques. Demonstrate good application of drawing materials and understand the difference between tones and shades. Self Portraits showing skills learnt in Primary	To know colour principles and theories, how to combine colours in sequence, that colour can reflect meaning or mood. Use in Self-portrait development. Work on photo copy of self-portrait with paints. Create an alternative portrait.	Artists Cubism, abstraction, and the importance of abstract work as a means of expression through the application of the formal elements. How student interprets cubism Reflections in workbooks and design studies.	To discuss The Scream artwork by Edvard Munch and know the meaning and story behind it. Create a picture with a story behind How artist work been interpreted to be used in student theme? Demonstrate good design ideas	Know how to collect materials to collage papers and where to find them. Be able to tear/cut small papers and unite them to make a larger unified image. Artist Jennifer Collier Photography use in collage.	Clay To manipulate clay using hand eye coordination. To make a tile using clay materials and found objects. 3D picture using photography of beach or cardboard structures
Assessment	Drawing and Colour Theory Baselining where pupils starting point is within KS3 Pupils learning how to evaluate their own and others work.		Abstract art and artists. How to study artists and make mood boards. Artist understanding and importance. Ideas and intentions relevant, used in artwork.		Collage and artist research 3D design and Clay understanding and finished outcomes marked with pupil. Photography how ideas used in work.	
Career Focus	Importance of community Art projects and their impact on wellbeing		Cultural engagement and impact on the wider community. How the arts around us affect our understanding.		Discussions how art can build self-esteem. How we use art in further learning.	

KEY STAGE 3 Year 8 CURRICULUM OVERVIEW 2026-2027

Drawing/ Mark Making	Painting	Sculpture/ 3D
Collage	Textiles	Printing Photography
Artist research Mixed Media	Architecture Perspective	Graphics/ Illustration

YR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**Mark Making**	**Portraits**	**Artist Study**	**Composition**	**Art as a career**	**Printmaking**
Key New Knowledge	**T**o know that artists use mark making and gestural lines to represent creative expression. Experiment with Yearly Self Portraits Use mark making in a more in depth manner. Acetate reverse imagery explored	Explore portrait paintings over the years. Mood boards of art style and artist information. Pupils pick Artist – Independence Create portrait in style of artist. Emulate artist style	Architecture To identify first hand imagery within the environment and photograph with the intention of drawing using perspective. Two and three point perspective investigated. Gaudi Barcelona	Still Life Compositional structure. To be able to explain how a still life composition can be arranged Drawing arrangement using mixed media. Using fragments of still life to make mosaic inspired by Gaudi	Research careers and explain clearly what that career is and why it is important. What courses study career. Create a poster to advertise careers in art. Discuss with peers careers and expectations.	The importance of printmaking, how it enabled communication and storage of information in the past. Block and mono printing. Printmaking in Japan Hokusai and printmakers across time.
Assessment	Mark Making and Portraits how developed and show good understanding of processes. Discussing work. Demonstrate the use of fine art techniques and approaches.		Researching Artists and understanding composition Pupil shows through work how they interpreted. Understanding how themes can provide information to support expanding project work		Art as a career Printmaking and posters outcomes.	
Career Focus	How can art be combined with other subjects and combine topics		How the arts can nurture creativity in the workplace		Art as a career and educational pathway	

KEY STAGE 3 Year 9 Curriculum Overview 2026 -27

Drawing/ Mark Making	Painting	Sculpture/ 3D
Collage	Textiles	Printing Photography
Artist research Mixed Media	Architecture Perspective	Graphics/ Illustration

YR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**Tone and shade**	**Portraits Artists.** **Painting**	**Architecture** **Block Printing**	**Poster work** **Printing**	**Art around the world** **Textiles**	**Continuing theme**
Key New Knowledge	Exercises Detailed still life piece with depth created through mixture of materials chosen and techniques. Research still life artists Start Yearly self-portraits.	Pupils pick influence write about and create mood board. Final piece in style of Artist Learning about GCSE level Portraits Pick artist-expanding portrait into painting. Explain choices and style used	Structures buildings historical, Photography of buildings. Traffic signs and the streets. Screen, Mono and block printing. 3 Colour print showing layering skills. Buildings of the world.	Photography Poster Design Past to present War posters and propaganda. How Art used in messages, City posters and graphics how style permeate. Graphics. Printing skills extended	Different cultures Term project learning for GCSE level work. Mixed media scale and structures. Textiles procedures investigated picking one to explore further.	Progressing designs and colour palettes, mood boards and understanding of how to mark. T shirts and batik Learning about extended projects ready for GCSE. Pupils pick options for year 10
Assessment	Tonal work and Portraits How style has matured, detailing of tone shade used within portraits. Ability to demonstrate the use of materials.		Architectural understanding, photography and how used in artwork. Poster design Understand the way sources inspire the development of ideas.		Term project learning to sustain a theme and dig deeper into ideas making a collection. Demonstrate the ability to use textile techniques.	
Career Focus	How and where we research careers in Art and the arts. Art careers in Merseyside.		The wider world, how art used in consumerism. How much spent on consumerism in Great Britain in last year.		Further courses in art and making decisions about qualifications. Careers in art how much they can pay	

KEY STAGE 4 Year 10 CURRICULUM OVERVIEW 2026 -2027

Drawing/ Mark Making	Painting	Sculpture/ 3D
Collage	Textiles	Printing Photography
Artist research Mixed Media	Architecture Perspective	Graphics/ Illustration

YR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**GCSE** **Introduction** **Drawing/Mark Making**	**Module 1** **GCSE** **Mixed Media**	**Module 1** **Mixed Media**	**Module1** **Mixed Media**	**Annotation workbooks** **Mixed Media**	**Conclusion to Module 1** **Mixed Media**
Key New Knowledge	GCSE and expectations Extended observational drawing project covering 4 key GCSE areas. Warm up 6 week project How GCSE works and how marked explained for first time in detail at end of 6 weeks so pupils understand their strengths and areas to expand and develop.	Start with yearly portraits and explain how that can extend into many areas for development. Research Develop Annotate Outcomes Developing all areas with thorough understanding. **MIXED MEDIA**	Extended project continue development showing 4 areas covered and understood. Mixed media explored with pupils picking materials, explaining, annotating, developing	Artist visits Museum Visits Pages in work book about Artists and art in local area to enhance module. Continue development of portfolio on theme discussed with Teacher	Make sure up to date and show clearly design journeys. Larger 3D model making and Textiles worked on if pupil planned Module one moderated so far and pupils gain an understanding of how work marked.	If completed to good standard ready for second theme, areas to improve worked through. Pupils discuss how they feel they have done and work through art and design standards to make sure fulfilling all criteria's to best of their ability.
Assessment	AQA Assessment criteria understanding Understand how ideas, themes, forms feelings and feeds ideas.		Explaining work and what targets they met, setting next expectations. Understand visual and tactile elements how to expand use of materials.		Skills how to evaluate own work AQA Modules. Understand the ability to use media and materials to reach personal intentions.	
Career Focus	Art qualifications and pathways to further courses.		Understanding paperwork and how used to guide work. Career progression and how used in work settings.		Building self-esteem evaluating own work and resetting targets to work towards. How we use this for further learning.	

KEY STAGE 4 Year 11 CURRICULUM OVERVIEW 2026-2027

MIXED MEDIA		
Drawing/ Mark Making	Painting	Sculpture/ 3D
Collage	Textiles	Printing Photography
Artist research Mixed Media	Architecture Perspective	Graphics/ Illustration

YR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**Satellite Project**	**Continue themes**	**Exam questions**	**Exam Prep**	**Exam10 hours over two days**	**Completed GCSE**
Key New Knowledge	Extended portfolio project. Advancing use of materials and techniques. Pupils continue themes expanding ideas from module 1 or decide a theme for a satellite project.	Finished outcomes Complete portfolio ready for marking at end of GCSE Pupils look through all work achieved adjusting, adapting, finishing and mounting work. Assessment criteria looked at.	Exam paper arrives pupils pick question with support of teacher. Prep ideas build up mood boards start own research in detail. Visiting artists	Experiment with a range of materials, scale, ideas and annotation. Outside visits and photography to extend ideas and develop their chosen theme.	One week to finish prep after Easter break and decide what continuing or starting for the 10-hour exam. Once exam done all work stored for marking and move back to continuing portfolio, mounting work for presentation.	Moderation by May 31st send into AQA Pupils prepare portfolios for marking Exam Leave from May half term.
Assessment	AQA Assessment criteria understanding Demonstrate the use of media and materials, as appropriate to student's personal intentions.		Explaining work and what targets they met, setting next expectations. Demonstrate the ability to use media and materials.		Skills how to evaluate own work AQA Modules. Understand the way sources inspire the development of ideas.	
Career Focus	Art qualifications and pathways to further courses.		Understanding paperwork and how used to guide work. Career progression and how used in work settings.		Building self-esteem evaluating own work and resetting targets to work towards. How we use this for further learning.	

Impact

KS3

- Have experiences in drawing, painting, sculpture and other art, craft and design techniques in order to build on basic skills.
- Be able to start exploring their ideas and recording their experiences using a variety of different methods.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work Have had a positive and enjoyable experience that will result in many opting to study GCSE in Art and Design.

KS4

- Becoming more independent by building on artistic confidence through a more in- depth investigation of materials, techniques and processes.
- Undertaking a more independent study of art and design identifying and comparing key artists and designers to inform the generation of own ideas.
- Start to make insightful and qualified judgments in their annotations, which enables them to reinforce their understanding on the way the artists' work.
- Have experienced Art and Design in the real world through visiting museums, galleries and places of artistic influence, furthering their cultural understanding.
- Have had a positive experience and build confident and professional relationships with staff providing a strong foundation for further study at higher level.