

TDMS Curriculum overview: Art and Design

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- To use sketchbooks to record their observations and review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

Key skills/content requirements at GCSE

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

Curriculum Overview - Key Stages 3 & 4

Year 7	Year 8	Year 9	Year 10	Year 11
▪ Investigate, analyse and develop knowledge of mark making and Cubism. Natural forms ▪ Observational studies of natural forms introducing students to visual elements – line, tone, shape, form, space, colour, pattern, texture. Artist studies linking to mark-making. ▪ Explore architecture through the ages, drawing inspiration from Classical, Gothic, Gaudí, Hundertwasser and Dunlavy to create a range of outcomes using oil pastels, pencils and paint. ▪ Explore pattern and form through the cultural celebration of Children's Day. ▪ Developing an understanding of Koinobori carp streamers, their symbolism and significance, and using this knowledge to design and create a 3D carp streamer.	Food & Drink ▪ Investigate, analyse and develop knowledge of the history of art looking at artists past and present who have used the theme of food and drink in their work. ▪ Develop skills of drawing and painting, collage and mixed media, working in realistic and semi abstract styles. ▪ Mythical Creatures Develop mark-making skills which zoom in on studies of animal textures. Apply knowledge of line, shape, tone and colour theory to develop designs ▪ Develop an understanding of 3D art and clay techniques by creating a clay dragon eye that demonstrates shape, form, and texture ▪ Present successful final outcomes	Autumn Term ▪ Skills workshops – building on the development of the formal elements including Tone, Colour Theory and Texture. Cultural Fusion ▪ Investigate and analyse the themes of cultural fusion, ▪ Refine and experiment using a range of artistic mediums. ▪ Design and make a work of art using a range of materials and techniques that fuses traditional and contemporary practices from two cultures around the world. Portraits ▪ 1 & 2-point perspective, how to draw facial features and portraits and how to draw figures stood, seated and in action. A focus on a range of paintings that deal with the theme of people and places. ▪ Developing creative resilience through independent tasks. ▪ Present successful final outcomes	▪ Investigate and analyse the themes of Wabi Sabi. ▪ Component 1: Wabi Sabi Growth & Decay - To learn about the photographs of John Blakemore, Rachel Levy and Billy Kidd. Work from John Blakemore's photographs of flowers to create a large mixed media drawing. Work from Rachel Levy's photographs of flowers to create a set of experimental drawings. Create an experimental response to Billy Kidd Photographs. ▪ Component 1 Project 2 Free choice topic - Students investigate individual pathways ▪ AO1 – Develop Ideas: Research and investigate artists, designers, and sources of inspiration to develop creative ideas. ▪ AO2 – Refine Work: Experiment with materials, techniques, and processes, refining ideas as work progresses ▪ Present successful final outcomes	▪ Component 1 Project 2 AO3 – Record Observations, Gather and record observations, insights, and experiences through drawing, photography, annotation, and other methods ▪ AO4 – Present a Personal Response: Produce an outcome that realises intentions and demonstrates connections to research and development work. January -External exam ▪ Students must select and respond to one starting point from seven set titles. ▪ AO1 – Develop Ideas: Research and investigate artists, designers, and sources of inspiration to develop creative ideas. ▪ AO2 – Refine Work: Experiment with materials, techniques, and processes, refining ideas as work progresses. ▪ AO3 – Record Observations: Gather and record observations, insights, and experiences through drawing, photography, annotation, and other methods. ▪ AO4 – Present a Personal Response: Produce a final outcome that realises intentions.

Key artists/key words Project 1 - Make a mark Albrecht Durer, Leonard Baskin Mythical, hybrid Dissolve, consistency, opaque, translucent, wax resist Project 2 – Amazing Architecture Antony Gaudi, Friedensreich Hundertwasser, Frank Gehry, collage, pattern	Key artists/key words Project 1 – Food & Drink/ Surrealism Rene Magritte Project 2 - Mythical creatures Javier Sáez Castán, Miguel Murrugarent.	Key artists /key words Term 1 – Cultural fusion Japanese Hannya mask Giles Oldershaw Day of the Dead Term 2 - People/portraits Minjae Lee Portraiture, blending, gradation Grid method	Key artists/ key words Term 1 – Wabi Sabi John Blakemore, Rachel Levy, Billy Kidd, Growth, Decay Term 2- Wabi Sabi continued Portraits Project Students investigate individual pathways – Minjae Lee	Term 1 - Free choice topic - continuing from Year 10 term 3. Students investigate individual pathways. Term 2/3 – Externally set assignment - Students investigate individual pathways from different starting points set by the exam board.
Portable content Growing mastery of the formal elements: line, shape, form, tone, texture, pattern, colour and composition Knowledge of generic art specific vocab key terms. Revisited throughout KS3 and on into KS4: Primary Colours, Secondary colours, Tone, 3D/Form, Shape, Cross-hatching, Linear, Abstract, Dip pen, Portrait/Landscape, Monochromatic, Converging, Proportion, Symmetry				

GCSE External assessment:

Personal portfolio (60% of the qualification):

This is produced through undertaking assignments based on open ended themes and concepts. Students explore a wide variety of artistic materials, techniques and processes as well as investigating traditional and contemporary art, artists and designers.

Externally set assignment (40% of the qualification):

Students are provided with a thematic starting point set by AQA. They prepare and develop a response, executing a final outcome in a ten hour controlled test.

SMSC in Art

The study of art lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art and design, which is supported by strong research into the wider world around them. This is reinforced by trips and outings to museums, galleries and field studies that are linked to projects. The subject area undertakes a number of extra-curricular activities that enhance the students' experience of the visual arts.

Spiritual development in art

Art and design is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

Moral development in art

Throughout the courses students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.

Social development in art

Students work is celebrated in the school and exhibited at the end of KS4/5 courses. Pupils have worked independently and collaboratively to develop public and community artworks that express relationships between the students and local community. Student discussion of a range of artists and art work, encouraging and developing communication skills.

Cultural development in art

Throughout the units of work explored students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.

Key Stage 5 Curriculum Overview 2026-27

Subject: Art & Design

Year 12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment
September Foundation Workshops • Course Launch – handbook, assessment journals. Drawing exercises – continuous line, sticks and charcoal, opposite hand, blind contour etc. • ‘Paul Carney’ drawing workshop • Bones and Skulls giant drawing workshop. Charcoal, graphite, coffee, linear • Mixed media giant forms • Volume and form - soap carving Unit 1A – Drawing/Painting/Mixed Media • Drawing and recording – montage in sketchbook – line, tone, biro, colour pencil • ‘Out of book’ response from a photo of your choice. • Artist context page 1 (a range of experiments and annotation to add to the page). • Experiments exploring the work of artist 1 with own ideas and imagery. • Artists context page 2 - Experiments exploring the work of artist 2 • Experiments for a 2D response – Final piece.		Unit 1A – Drawing/Painting/Mixed Media - continued Unit 1B. Extending Creativity • Artist page - Experiments with the materials suited to your extension piece. • Make second outcome for Unit 1B Component 1: AQA Personal Investigation • Launch personal investigation - Building PowerPoint proposal • Topic proposal presentations - Experimental drawings • Produce work for personal investigation - Large tonal/ Layered colour/ Artist research/consolidation/ Context Pages 1&2/ Work inspired by context pages/ Combination experiments/ Large scale out of book response/ Consolidation/review of personal investigation.				Internal assessment Ongoing assessment of portfolio work. Assessment of Mock Exam.

Key Stage 5 Curriculum Overview

Subject: Art & Design

Year 13

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment
Component 1: AQA Personal Investigation – continued - Continue with the personal investigation work up to February 1st. - Produce work for personal investigation - Large tonal/ Layered colour/ Artist research/consolidation/ Context Pages 1&2/ Work inspired by context pages/ Combination experiments/ Large scale out of book response/ Consolidation/review of personal investigation.		Component 2: AQA Externally Set Assignment - Separate question papers will be provided. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date. - Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. - Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. - Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. - There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives				A-Level External assessment: Component 1 - Personal Investigation (60% of the qualification): Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June. Component 2 - Externally set assignment (40% of the qualification): Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.