

Year 10 & 11 Art & Design Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Component ONE Coursework (Thematic project/s)	Thematic project/s Require learners to investigate & Gather relevant information on– Artists/ genres/ styles/ imagery Review information – Record findings via annotations using subject specific language - Refine findings via exploration & experimentation- Develop ideas – Link ideas to investigations- Personalise – Create a meaningful, relevant final artwork which reflects all investigations	How to research & source information relevant to intentions Create visual responses – Manipulate a variety of materials and processes - Write analytical commentary on styles and processes, artists & genres. Use subject specific language. Critical analyse – Drawing meaningful and informed conclusions about the purpose of artworks. Compare & contrast artistic styles relevant to intentions.	Recognition of artistic styles & genres. the significance of art in our knowledge of past & present cultures. Understanding the purpose art in a variety of historical and cultural contexts. How to use and manipulate a variety of materials and processes.	Being able apply knowledge of the correlation of art & history in a range of contexts. Lateral thinking & problem solving. How to sequence information. Time management.	GCSE Art & Design Referencing Art, Craft & Design endorsement National Curriculum Assessment Objectives for internal assessment. EDUQAS Grade boundaries applied.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. Internally assessed using National Curriculum Assessment Objectives against EDUQAS Assessment Grid and grade boundaries throughout the course and at a final submission. Reflects 60% of the overall grade.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development
Component TWO Externally Set Exam 1 Thematic project	Learners select a theme from a series supplied by Exam board. They apply the knowledge gained from their coursework to develop Investigations etc leading to the design of a final Outcome.	How to research & source information relevant to intentions Create visual responses – Manipulate a variety of materials and processes - Write analytical commentary on styles and processes, artists & genres. Use subject specific language. Critical analyse – Drawing meaningful and informed conclusions about the purpose of artworks. Compare & contrast artistic styles relevant to intentions.	Recognition of artistic styles & genres. the significance of art in our knowledge of past & present cultures. Understanding the purpose art in a variety of historical and cultural contexts. How to use and manipulate a variety of materials and processes.	Being able apply knowledge of the correlation of art & history in a range of contexts. Lateral thinking & problem solving. How to sequence information. Time management.	GCSE Art & Design Referencing Art, Craft & Design endorsement National Curriculum Assessment Objectives are applied for internal assessment. EDUQAS Grade boundaries applied.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. All work is assessed Internally assessed using National Curriculum Assessment Objectives against EDUQAS Assessment Grid and grade boundaries throughout the course and at a final submission. Reflects 40% of the overall grade. Coursework &Exam both moderated.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development

Year 8 Art & Design Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
The Elements & Principles of Art	How to combine the elements with the principles to make successful art	<ul style="list-style-type: none"> Understanding the significance of key individuals within a religious context (Martin Luther) Comparison skills 	<ul style="list-style-type: none"> Importance of chronology and impact of changing times Links to major historical times – Crusades, American expansion, modern Church growth 	<ul style="list-style-type: none"> Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion 	<ul style="list-style-type: none"> 3RI1 	<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to history with date mapping Links to maths – using negative numbers to explain historical dates BCE and CE Links with maths using graphs, charts and data to represent Christian growth Geography links with mapping of religious growth across the world
Classical	<ul style="list-style-type: none"> Greek & Roman 	<ul style="list-style-type: none"> Timeline and chronology work – using dates from the BCE and BC systems Comparing dates across religions Critical analysis – weighing up significance of events and drawing meaningful conclusions Written skills – including PEEAL paragraphs 	<ul style="list-style-type: none"> Combatting terrorism through education Ottoman Empire existence and impact 	<ul style="list-style-type: none"> Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion 		<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to history with date mapping Links to maths – using negative numbers to explain historical dates BCE and CE Links with maths using graphs, charts and data to represent Islamic growth Geography links with mapping of religious growth across the world
Islamic	<ul style="list-style-type: none"> Branches of Philosophy Philosophy of Mind AI and the role of the machine Sources of morality Epistemology Aesthetics Theology and ‘discovering God’ 	<ul style="list-style-type: none"> Critical thinking and ways of processing information Formal argument and structure of writing 	<ul style="list-style-type: none"> How philosophical thought can help develop the person 			<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to DT and science through the development of AI and the future of this Links to art and questions of what makes something beautiful
Renaissance	<ul style="list-style-type: none"> AQA GCSE Specification A (God, Trinity, The Bible, Problem of Evil, Free Will, Devil, Creation, Jesus Incarnation / Ascension / Resurrection, Sin and Salvation, Judgement, Heaven, Hell and Purgatory) 	<ul style="list-style-type: none"> Comparative skills between Christian denominations – what do each believe and why Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue Evidence support and using quotations to develop points Evaluation – how to weigh up what makes an argument effective 	<ul style="list-style-type: none"> What makes a belief valid? How to support and defend your own beliefs when faced with competing beliefs? Impact of beliefs on actions and way of living live, both for Christians but also on a personal level Competing beliefs – where do you draw the line between one view and another 	<ul style="list-style-type: none"> Empathy Self-reflection Prioritising 		<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Fortnightly exam practice using either a 4, 5 or 12 mark exam question 	<ul style="list-style-type: none"> Links to science – comparing the development of life from the Bible to the Big Bang SMSC – consideration of values and rights when it comes to judgement

		<ul style="list-style-type: none"> Written skills – using sentence prompts and key words to highlight skills and change of direction in writing Analysis – ability to deconstruct an argument Empathy – viewing the world and choices from others’ shoes Sympathy – considering the feeling of others and how best to support 				<ul style="list-style-type: none"> Peer, self and whole class marking / DIRT 	
Impressionism	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Comparative skills between Islamic schools of thought – what do each believe and why Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue Evidence support and using quotations to develop points Evaluation – how to weigh up what makes an argument effective Written skills – using sentence prompts and key words to highlight skills and change of direction in writing Analysis – ability to deconstruct an argument Empathy – viewing the world and choices from others’ shoes Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> Personal worship – key people in your life and showing respect to what you believe in Value of family and closeness during festivals What makes you belong and how do you find a sense of identity within your own communities 	<ul style="list-style-type: none"> Soft Skills – value, respect, engagement, concern Empathy 	<ul style="list-style-type: none"> 3R01 3RA1 3RA2 	<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Fortnightly exam practice using either a 4, 5 or 12 mark exam question Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> SMSC – consideration of personal choice and response to prayer and worship DofE – role of community service History – historical examples of religious persecution