



Curriculum Overview 2025/ 2026

Art Department

Department	Art
Head of Faculty	Lauren Relf
Subject Lead	Scott Rayfield
Department Members	SRA/ BGR/ AHA/ LRE/ LBI
Accommodation and Resources	Y5/6 & 7 - Store Cupboard general art equipment / Kiln Room

<u>Curriculum Intent</u>	We aim to introduce students to a wide range of skills and techniques that will enable them to access the curriculum, equipping them with skills and understanding in the basic concepts governing the use of different media. This is taught through first-hand experience of handling different media and materials and through demonstrations and videos. We relate all projects to the work of others in order to develop the students' broad understanding of the meaning, significance and contribution of art and design within both contemporary cultures and that of the past, encouraging students to take inspiration from these sources. We aim to develop the students' ability to be able to communicate opinions about their own and others' work and to be able to express ideas, concepts with growing maturity. Through the making of images and artefacts, we aim to provide the students with the means to make concrete their observations and responses to the ever-changing world in which they find themselves.
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Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Bottles 7 Weeks	Space & Rockets 8 Weeks	Ice Creams 7 weeks	Australian First Nations	Australian First Nations	Urban 6 weeks



				10 weeks		
Previous knowledge recalled	KS2 Colour wheel Basic drawing and painting skills	Drawing skills. Oil pastel and chalk pastel application. How to respond and write about artists and their work.	Drawing skills Oil pastel application. How to respond and write about artists and their work.	Drawing skills Stencils Paint application How to respond and write about artists and their work.	Drawing skills. Stencils. Paint application. How to respond and write about artists and their work.	Drawing skills Geometric shapes How to respond and write about artists and their work.
New Knowledge	<p>To learn how to draw basic geometric shapes and apply tonal shading to create 3D shape and form.</p> <p>To use the learnt knowledge to draw bottles using media such as paint, oil pastels, chalk pastels to create 3D bottles of different sizes and shapes.</p> <p>To learn how to create a relief print.</p> <p>To learn about artists and their work and how to present the information.</p> <p>To take inspiration from Wayne Thiebaud's work when creating a</p>	<p>To learn how to cut and use a stencil with chalks to create a space composition.</p> <p>To take inspiration from Peter Thorpe's work when creating a mixed media response.</p>	<p>To draw more complicated shapes</p> <p>To apply oil pastels in new ways such as drawing into the media with a point to create texture.</p> <p>To take inspiration from Wayne Thiebaud's work when creating a response.</p>	<p>To draw complicated shapes</p> <p>To take inspiration from Australian First nations Art when creating a mixed media response.</p>	<p>To draw complicated shapes</p> <p>To take inspiration from Australian First nations Art when creating a mixed media response.</p>	<p>To draw complicated shapes.</p> <p>To learn how to use charcoal and white pastel to create tones and tints.</p> <p>To take inspiration from local architecture when creating a mixed media response.</p>



	mixed media response.					
Key Knowledge Assessment	Drawing from observation Handling of media Creations and presentation of the final piece.	Drawing from observation Handling of media Creations and presentation of the final piece.	Drawing from observation Handling of media Creations and presentation of final piece	Drawing from observation Handling of media Creations and presentation of the final piece.	Drawing from observation Handling of media Creations and presentation of the final piece.	Drawing from observation Handling of media Creations and presentation of the final piece.
Links to literacy and numeracy	Tier 2	Tier 2 Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Ellipse	Tier 2 Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Ellipse Symmetry Refine Primary Secondary Clay	Tier 2 Formal Elements Line Shape Tone Form Pattern Colour Texture Australia First Nation Dots Composition Blending Landscape Symmetry Refine	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Australia First Nation Dots Composition Blending Landscape Symmetry Refine	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Blending Space Distance Composition Texture Wallace Architecture Urban Vincent Van Gogh



	<p>Formal Elements Line Shape Tone Form Colour Texture Giorgio Morandi Cross Hatching Composition Blending 3D Symmetry Geometric shapes Refine Light Shadow Warm/cold colours Primary Secondary</p> <p>Tier 3 Perspective, (how we see) Effect (what happens) Recording Exploration Experimentation Media Mark making Peter Thorpe Illustrator</p> <p>Numeracy Scale and Proportion Symmetry</p>	<p>Geometric Symmetry Refine Primary Secondary</p> <p>Tier 3 Perspective, (how we see) Effect (what happens) Recording Exploration Experimentation Media Mark making Wayne Thiebaud Joel Penkman Moulding Scratch and Slip Kiln Firing Slab Leather hard Bone Dry</p> <p>Numeracy Scale and Proportion Symmetry</p>	<p>Tier3 Perspective, (how we see) Effect (what happens) Recording Exploration Experimentation Media Mark making Wayne Thiebaud Joel Penkman Moulding Scratch and Slip Kiln Firing Slab Leather hard Bone Dry</p> <p>Numeracy Scale and Proportion Negative and positive shape Symmetry</p>	<p>Warm/cold colours Primary Secondary</p> <p>Tier 3 Perspective, (how we see) Effect (what happens) Recording Exploration Experimentation Media Mark making</p> <p>Numeracy Scale and Proportion Negative and positive shape Symmetry</p>	<p>Primary Secondary</p> <p>Tier 3 Perspective, (how we see) X-ray Bone Structure Birdseye Effect (what happens) Recording Exploration Experimentation Media Mark making</p> <p>Numeracy Scale and Proportion Negative and positive shape Symmetry</p>	<p>Positive Negative Shadows</p> <p>Tier 3 Monochrome Perspective, (how we see) Depth (of tone) Scale Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making Near and Far</p> <p>Numeracy Scale Proportion Geometric Shapes</p>
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	Structure Mark Making Numeracy Symmetry Perspective Scale					
Extra-Curricular opportunities	Art club Project based homeworks					
Links to careers/aspirations	The aim of the art curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as critical thinking, people skills and problem solving skills. These are what further education providers and employers look for. An art education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.					

What my child will learn in Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Portraits 7-10 Weeks	Art of Africa 8- 10 Weeks	Rousseau 8 weeks	Rousseau 8 weeks	Caro/Everyday objects 5 weeks	Everyday objects/ Dragons 6 weeks
Previous knowledge recalled	Drawing Skills Painting application Basic drawing and painting skills	Drawing skills Colour application Clay/ Card Artist research presentation	Drawing skills Oil pastel application Water colours Printing Artist research presentation	Drawing skills Oil pastel application Water colours Printing Artist research presentation	Drawing skills Clay Paint application Artist research presentation	Drawing skills Everyday objects Colour application Artist research presentation
New Knowledge	To learn about the work of Kelvin Okafor. To develop observation drawing	To explore the Art of Africa and artefacts through primary and secondary sources, by	To develop an understanding of Rousseau's style of work.	To develop an understanding of Rousseau's style of work.	To develop an understanding on Sir Anthony Caro and his work.	To learn about and be inspired by the artist Michael Craig Martin and his work.



	<p>skills, tonal shading skills when use a range of techniques such as line, texture, tone, mark making to record their celebrity portrait.</p> <p>To look at the symmetrical pattern and colours found in playing cards to design their own which will go over the top of their celebrity drawing.</p>	<p>creating a study sheet that looks at masks, Masai shields, patterns and artists who have been inspired by this culture.</p> <p>To explore and experiment with the qualities of working with different 3D materials such as clay or card, to create an African inspired relief mask</p>	<p>To use the chalk, watercolours, oil pastels and colouring pencils with developing control when blending to create texture and a 3D form.</p>	<p>To use the chalk, watercolours, oil pastels and colouring pencils with developing control when blending to create texture and a 3D form.</p>	<p>Students to show ability to make and present a clay tabletop sculpture inspired by Caro's sculptures.</p>	<p>To develop an understanding of how to create ideas of layout inspired by the artist Michael Craig Martin.</p> <p>To use felt tip pen, paint, oil pastels and possibly chalk, with developing control when blending to create 3D form.</p>
Key Knowledge Assessment	<p>Drawing facial features</p> <p>Handling of the media paint</p> <p>Presentation of final piece.</p>	<p>Drawing from images and objects</p> <p>Handling of media clay / card</p> <p>Presentation of final piece.</p>	<p>Drawing from observation</p> <p>Handling of media</p> <p>Presentation of final piece.</p>	<p>Drawing from observation</p> <p>Handling of media</p> <p>Presentation of final piece.</p>	<p>Drawing from observation</p> <p>Handling of the media clay</p> <p>Presentation of final piece.</p>	<p>Drawing from observation</p> <p>Handling of media</p> <p>Presentation of final piece.</p>
Links to literacy and numeracy	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour Texture</p> <p>Art of Africa</p>	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Tier 2</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Colour</p> <p>Texture</p>



	Portraits Cath Riley Kelvin Okafor Celebrity Tone Side of your pencil Tip of your pencil Highlight Shadow 3D Realistic Detail Guidelines Playing Card Pattern Bold Flat colours 2D Outline Primary colours Mirror image Composition Trace Design Control Style Tier 3 Feeling Mood Emotions Audience	Masai Shields Traditional Art Contemporary Art Chris Ofili Pablo Picasso Lois Mailou Jones Tribes Animals Composition Placement Layers 2D 3D Mark making Cross hatching Pattern Materials Costume Continent Masks Texture Experiment Tier 3 Feeling Mood Emotions Atmosphere Purpose Depth Culture Influence Audience	Henri Rousseau Animal Illustration Blending Detail Layers Collage Printing Paint Composition Layout Overlap Size Experiment Symmetry Placement Observation Repetition Tier 3 Surrealism Meaning Aesthetics Depth Purpose Influence Conceptual Humour Movement Context Audience	Henri Rousseau Animal Illustration Blending Detail Layers Collage Printing Paint Composition Layout Overlap Size Experiment Symmetry Placement Observation Repetition Tier 3	Anthony Caro Shadow 3D Realistic Guidelines Bold Flat colours 2D Outline Composition Control Style Tier 3 Feeling Mood Emotions Audience Emphasis Refine Engage Style Emphasis Shades Explain Explore Influence Smooth Aesthetics Functionality	Michael Craig Martin Patrick Caulfield Line Colourful Composition Blending 3D 2D Outline Symmetry Simplistic Flat colours Numeracy: Geometric Symmetry Perspective Observation Direction Audience Personal Response Meaning Inspiration Perspective Scale Geometric Angle Ratio Quantity
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	<p>Emphasis Refine Engage Style Emphasis Shades Explain Explore Influence Smooth Aesthetics Functionality</p> <p>Numeracy: Scale Proportion Symmetry Ratio Angle Close up Perspective</p>	<p>Aesthetics Emphasis Style Conceptual Humour Power Context Meaning</p> <p>Numeracy: Scale Proportion Symmetry Ratio Angle Close up Perspective</p>	<p>Symmetry Proportion Ratio Scale Angle Perspective</p>	<p>Symmetry Proportion Ratio Scale Angle Perspective</p>	<p>Scale Proportion Symmetry Ratio Angle Close up Perspective</p>	
Extra-Curricular opportunities	<ul style="list-style-type: none"> • Art club • Project based homeworks 					
Links to careers/aspirations	<p>The aim of the art curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as;</p> <ul style="list-style-type: none"> • critical thinking, • people skills • problem solving skills. <p>These are what further education providers and employers look for.</p>					



	An art education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.
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What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Pop Art 8-10 weeks	Day of the Dead 8-10 weeks	Day of the Dead 8-10 weeks	North West Coast 7 weeks	Animal Hybrid 7 weeks	Shoes 6 weeks
Previous knowledge recalled	Drawing Skills Colour pencil skills Basic drawing and painting skills	Drawing skills Colour application Clay Artist research presentation	Drawing skills Colour application Clay Artist research presentation	Drawing skills Water colours Felt-tip Painting Artist research presentation	Drawing skills Clay Paint application Artist research presentation	Drawing skills Everyday objects Colour application Artist research presentation
New Knowledge	To be able to analyse and evaluate Pop Art in order to strengthen the visual impact and applications of their work. To develop design skills allowing the student to have more freedom of choice. To learn how to create a collage featuring everyday packaging and a cartoon character that is familiar and well-liked, with the	To learn about a non-European culture. To develop an understanding of sugar skull designs through research into the Mexican Day of the Dead festival. To design a decorative skull considering 3D elements. To use the 2D decorative skull design to create a Day of the Dead poster advertising the Day of the Dead festival. To use ceramic techniques	To learn about a non-European culture. To develop an understanding of sugar skull designs through research into the Mexican Day of the Dead festival. To design a decorative skull considering 3D elements. To use the 2D decorative skull design to create a Day of the Dead poster advertising the Day of the Dead festival. To use ceramic techniques	To develop knowledge about NWC Art, in order to strengthen the visual impact on their own work. To produce creative work, exploring ideas developed from looking at the Haida's tribe artistic style. To use a range of techniques and media to increase their proficiency in the handling of them. To create a piece of work inspired by the	To be able to analyse and evaluate Yago Partal & Michele Keck's work in order to strengthen their visual impact and applications of their work. To increase their proficiency in the handling of different materials such as paint and pencil. Extension task to create a collage designs or paper relief of the animal face to take into	To be able to analyse and evaluate Tobi Brown work in order to strengthen their visual impact and applications of their work. To understand how to draw a trainer in proportion Create a shoe campaign for your trainer drawing and consider the angle such as Nike's "You Can't Stop Us"



	intention of subsequently enhancing it using pencil, chalk, and charcoal.	to make a 3D decorative skull.	to make a 3D decorative skull.	animals, patterns and colours found in Haida art in the style of a dreamcatcher.	rubbings and printing.	
Key Knowledge Assessment	Drawing from observation Handling of mix media. Presentation of final piece.	Drawing from images and objects Handling of mix media Presentation of final piece.	Drawing from images and objects Handling of mix media Presentation of final piece.	Drawing from observation Handling of media Presentation of final piece.	Drawing from observation Handling of mix media Presentation of final piece.	Drawing from observation Handling of media Presentation of final piece.
Links to literacy and numeracy	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>Pop art Andy Warhol William Chechet Roy Lichtenstein Logos Comics characters Guidelines Scale Detail Pop/ Soda Can Detail Cross Hatching</p>	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>Day of the Dead Skull Festival Celebration Decoration Pattern Guidelines Scale Detail Cross Hatching</p>	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>Day of the Dead Skull Festival Celebration Decoration Pattern Guidelines Scale Detail Cross Hatching</p>	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>North West Coast Negative Positive Traditional Culture Pattern Ovoid Guidelines Scale Detail Cross Hatching</p>	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>Michel Keck Peter Clark Yago Partal Drawing Tonal Animal/ domestic Negative Positive Pattern Guidelines Scale Detail</p>	<p>Tier 2 Formal Elements Line Shape Tone Form Colour Texture</p> <p>Shoes/ Trainers Nike Adidas Drawing Tobi Brown Collage Paint Ink</p> <p>Tier 3 Feeling Mood</p>



	Composition Blending 3D Symmetry Refine Light Shadow Warm/cold colours Primary Secondary Tier 3 Feeling Mood Emotions Atmosphere Purpose Depth Influence Scale Culture Contemporary Audience Refine Emphasis Exaggeration Close up Front on Medium Conceptual Context Style Perspective, (how we see)	3D Symmetry Refine Light Shadow Warm/cold colours Primary Secondary Tier 3 Feeling Mood Emotions Atmosphere Purpose Depth Influence Scale Culture Contemporary Audience Refine Emphasis Exaggeration Close up Front on Medium Conceptual Context Style Perspective, (how we see)	3D Symmetry Refine Light Shadow Warm/cold colours Primary Secondary Tier 3 Feeling Mood Emotions Atmosphere Purpose Depth Influence Scale Culture Contemporary Audience Refine Emphasis Exaggeration Close up Front on Medium Conceptual Context Style Perspective, (how we see)	Blending 3D Symmetry Refine Light Shadow Warm/cold colours Primary Secondary Tier 3 Totem Haida Tribe Symbolic Stories Design Composition Primary and Secondary Feeling Mood Emotions Atmosphere Purpose Depth Influence Scale Culture Contemporary Audience Refine Emphasis Exaggeration Close up Front on Medium Conceptual Context Style Perspective, (how we see)	Cross Hatching Composition Blending 3D Symmetry Refine Light Shadow Warm/cold colours Primary Secondary Tier 3 lines Collage Design Composition Primary and Secondary Feeling Mood Emotions Atmosphere Purpose Depth Influence Scale Culture Contemporary Audience Refine Emphasis Exaggeration Close up Front on Medium Conceptual Context Style Perspective, (how we see)	Emotions Atmosphere Advertisement Purpose Depth Influence Scale Fashion Contemporary Audience Refine Emphasis Close up Front on Medium Conceptual Context Style Perspective, (how we see) Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making Numeracy: Proportion Symmetry
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	Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making	Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making	Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making	Medium Conceptual Context Style Perspective, (how we see) Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making Numeracy: Proportion Symmetry Scale Ratio	Medium Conceptual Context Style Perspective, (how we see) Effect (what happens) Tints Shades Recording Exploration Experimentation Media Structure Mark making zentangle Numeracy: Proportion Symmetry Scale Ratio	Scale Ratio
Extra-Curricular opportunities	<ul style="list-style-type: none"> • Art club • Project based enrichment opportunities 					
Links to careers/aspirations	The aim of the art curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as;					



	<ul style="list-style-type: none"> critical thinking, people skills problem solving skills. <p>These are what further education providers and employers look for. An art education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.</p>
Links to our Fulston FAMILY values	<p>Fortitude</p> <ul style="list-style-type: none"> Encourages students to persevere through challenges and setbacks in their artistic endeavours. Instil a sense of resilience and determination, vital qualities for tackling complex art projects. Promotes the idea of pushing creative boundaries and embracing artistic experimentation. <p>Ambition</p> <ul style="list-style-type: none"> Inspires students to set ambitious artistic goals and strive for excellence in their work. Encourages the pursuit of innovative and imaginative ideas in art projects. Fosters a sense of motivation to continuously improve artistic skills and techniques. <p>Mindful</p> <ul style="list-style-type: none"> Emphasises the importance of being present and fully engaged in the artistic process. Encourages students to observe, reflect, and express their thoughts and emotions through their artwork. Promotes mindfulness as a tool for enhancing creativity and self-expression. <p>Integrity</p> <ul style="list-style-type: none"> Teaches students to approach their art with honesty and authenticity, expressing their true thoughts and feelings. Emphasises the ethical considerations related to art, such as respecting intellectual property and cultural sensitivity. Encourages responsible use of materials and resources in the creation of art. <p>Leadership</p> <ul style="list-style-type: none"> Promotes the development of leadership skills within collaborative art projects. Encourages students to take initiative, guide group discussions, and contribute innovative ideas.



	<ul style="list-style-type: none"> • Fosters a sense of responsibility for one's artistic choices and impact on the artistic community. <p>Young Citizen</p> <ul style="list-style-type: none"> • Cultivates a sense of responsibility and awareness of how art can contribute positively to society. • Encourages students to explore themes of social justice, diversity, and inclusivity through their artwork. • Inspires a sense of civic engagement through art projects that address community issues and concerns.
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Extended Learning Opportunities for Key Stage 3	<p>Showcase</p> <ul style="list-style-type: none"> • Work is displayed on classroom walls, around school, on the schools social media to showcase and celebrate their creative achievements. <p>Collaborative Murals, Installations and workshops</p> <ul style="list-style-type: none"> • This happens during Aspirations Week. Students engage in new creative workshops, creating large-scale collaborative artworks such as murals or installations within the school or local community. Alternatively, they can work on something unique and personal. • This fosters teamwork and a sense of accomplishment. <p>Guest Speakers:</p> <ul style="list-style-type: none"> • Arrangements are made for guest speakers, such as art historians, curators, or professional artists, to give talks or demonstrations. • This provides students with diverse perspectives and insights into the art world. <p>Artistic Workshops</p> <ul style="list-style-type: none"> • Invite local artists or art professionals to conduct workshops on specific techniques or styles. • Explore different mediums such as ceramics, sculpture, printmaking, or digital art. <p>Field Trips for KS3</p> <ul style="list-style-type: none"> • Visit art museums, galleries, or cultural institutions to expose students to diverse art forms and historical contexts. • Explore outdoor locations for inspiration, such as botanical gardens, parks, or historical sites.
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	<p>Cross-Curricular</p> <ul style="list-style-type: none"> • Integrate art with other subjects like science, literature, or history through collaborative projects. • For example, students could create art inspired by a historical event or scientific concept. • Artist Residencies:
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Key Stage 4:

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Still Life/ Natural Form	Animal/ Man Made	Animal / Portraits	Personal investigation Component 1 - worth 60% of the overall grade (NEA)	Personal investigation Component 1 - worth 60% of the overall grade (NEA)	Personal investigation Component 1 - worth 60% of the overall grade (NEA)
Previous knowledge recalled	KS3	KS3	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project
New Knowledge	<p>At Fulston Manor School, our GCSE Fine Art course offers students a comprehensive journey into artistic expression, where they develop knowledge and skills through practical, critical, and contextual study. Embracing a wide range of media, they can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Our curriculum encourages students to explore and realise their creative intentions using visual language, concepts, and appropriate techniques. This hands-on approach, coupled with the development of subject-specific skills, enables students to effectively communicate personal ideas and responses. Through</p>					



	<p>this course, students will not only refine their artistic abilities but also engage in critical reflection, assessing the effectiveness of their creative journey in realising their personal goals.</p>						
New Knowledge	<ul style="list-style-type: none"> •Refinement & consolidation of drawing skills exploring new themes. A02 &3 •Development and expansion of media and techniques such as poly-tile printing, powdered inks, reduction charcoal drawing, colour pencil on black painted paper. White pencil drawing on black paper. A02 •Contextual appreciation and critical annotations relating to the theme studied. A01 &3 Frank Colclough Georgina Luck Margaret Berg Dennis Wojtkiewicz 	<ul style="list-style-type: none"> •Refinement & consolidation of drawing skills exploring new themes. A02 &3 •Development and expansion of media and techniques. such as mixed media (paints and pastel) •Contextual appreciation and critical annotations relating to the theme studied such as Jim Dine Kate MccGwire David Bucklow 	<ul style="list-style-type: none"> • Refine drawing skills through the use of different 2D media exploring new themes. A02 &3 •Development and expansion of media and techniques. such as chalk and oil pastels. A02 •Contextual appreciation and critical annotations relating to the theme studied. A01 &3 Waye Thiebaud Joel Penkman 	<p>To choose from one of the given themes to develop a sustained project.</p> <ul style="list-style-type: none"> •To develop work for the sustained project starting with mind maps and mood boards.. A01,2 & 3 • Refine drawing skills A03 	<ul style="list-style-type: none"> •Exploration and experimentation of media and techniques. A02&3 •Contextual research and critical annotations. A01 <p>Students could be introduced to new media such as etching, acrylic and oil painting, watercolours and clay techniques.</p>	<p>Continuation from term 5.</p> <ul style="list-style-type: none"> •PPE based on chosen themes, learning how to create a design ideas page. A03 leading to a personal response in the PPE. A03&A04 •Exploration and experimentation of media and techniques. A02 •Contextual research and critical annotations. A01 	



Key Knowledge Assessment	Coverage of Assessment Objectives 1 - 4					
	<h1>Development of Ideas</h1> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p> <p>Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>					



	<p>Symmetry Refine Primary Secondary ClayAbstract Relief Sculpture Monochrome Texture Organic Drypoint etching Numeracy Symmetry Negative and positive shapes</p>	<p>Numeracy Symmetry Negative and positive shapes</p>	<p>Numeracy Symmetry Negative and positive shapes</p>	<p>Numeracy Symmetry Negative and positive shapes</p>	<p>Numeracy Symmetry Negative and positive shapes</p>	<p>Numeracy Symmetry Negative and positive shapes</p>
Extra-Curricular opportunities	<p>Weekly workshop Workspace that can be used during independent study lessons School holiday workshops Guest speakers in the creative industry.</p>					
Links to careers/aspirations	<p>The GCSE Fine Art curriculum in schools is instrumental in nurturing creativity and refining artistic skills among students. Beyond its focus on aesthetic expression, the curriculum establishes a vital link between academic learning and real-world careers. By offering comprehensive coursework, it not only develops artistic talent but also cultivates essential skills like critical thinking, problem-solving, and effective communication – qualities highly sought after in various professions. For those with aspirations in graphic design, architecture, fashion, or fine arts, the GCSE Fine Art curriculum provides a solid foundation, imparting technical expertise and a refined artistic sensibility. The emphasis on experimentation and exploration also fosters adaptability, a crucial trait in today's dynamic job market. Therefore, the GCSE Fine Art curriculum enriches students' educational experiences and serves as a stepping stone towards diverse and fulfilling professional pathways.</p>					

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Unit Title	Personal investigation Component 1 - worth 60% of the overall grade (NEA)	Personal investigation Component 1 - worth 60% of the overall grade (NEA)	Exam Unit Component 2 - worth 40% of the overall grade	Exam Unit Component 2 - worth 40% of the overall grade	Exam Unit Component 2 - worth 40% of the overall grade	
Previous knowledge recalled	To continue to use prior knowledge to complete project	To continue to use prior knowledge to Finish project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to Finish project	To continue to use prior knowledge to complete project	
New Knowledge	<ul style="list-style-type: none"> •To develop work for the sustained project. • Exploration and experimentation of media and techniques. • Contextual research and critical annotations 	<p>Continuation from term 1.</p> <ul style="list-style-type: none"> •PPE based on chosen theme. •Exploration and experimentation of media and techniques. •Contextual research and critical annotations. •Design ideas 	<p>To plan and prepare for the GCSE exam. Students will choose an exam question as their starting point to their Externally Set Assignment.</p>	<p>Students working independently with 1: 1 discussion to make sure that all assessment objectives are covered.</p>	<p>Students plan for the 10 hour examination time through drawing, media exploration and design ideas.</p>	



Development of Ideas

AO1

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO₂

Explore and select appropriate resources, media, materials, techniques and processes, **reviewing and refining ideas as work develops**

Al_2O_3

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ

Teachers mark component 2 after students have sat the ESA.

Students to be fed marks according to JCQ guidelines.

Remaining 40% of GCSE complete.



	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages	Numeracy Symmetry Negative and positive shapes Use of their 2&3 languages
Extra-Curricular opportunities	<ul style="list-style-type: none"> Weekly workshop Workspace that can be used during independent study lessons School holiday workshops Guest speakers in the creative industry. Visiting locations: Students are encouraged to visit a range of art galleries and exhibitions during their course. 					
Links to careers/aspirations	<p>The GCSE Fine Art curriculum in schools is instrumental in nurturing creativity and refining artistic skills among students. Beyond its focus on aesthetic expression, the curriculum establishes a vital link between academic learning and real-world careers. By offering comprehensive coursework, it not only develops artistic talent but also cultivates essential skills like critical thinking, problem-solving, and effective communication – qualities highly sought after in various professions. For those with aspirations in graphic design, architecture, fashion, or fine arts, the GCSE Fine Art curriculum provides a solid foundation, imparting technical expertise and a refined artistic sensibility. The emphasis on experimentation and exploration also fosters adaptability, a crucial trait in today's dynamic job market. Therefore, the GCSE Fine Art curriculum enriches students' educational experiences and serves as a stepping stone towards diverse and fulfilling professional pathways.</p>					
Links to our Fulston FAMILY values Fortitude	<p>Fortitude</p> <ul style="list-style-type: none"> Encourages students to persevere through the challenges of more advanced and complex art projects in the GCSE curriculum. Instils resilience and determination, crucial qualities for meeting the demands of a more rigorous artistic program. Supports the development of a strong work ethic in the face of artistic challenges. <p>Ambition</p> <ul style="list-style-type: none"> Inspires students to set ambitious artistic goals that align with the specific criteria and expectations of the GCSE art and design course. Encourages the pursuit of original and innovative ideas, pushing students to think beyond conventional artistic boundaries. Fosters a commitment to excellence in the execution of their artistic visions. <p>Mindful</p> <ul style="list-style-type: none"> Emphasises the importance of mindfulness in the creative process, encouraging students to be fully engaged and present in their work. 					



	<ul style="list-style-type: none"> ● Promotes thoughtful reflection on artistic choices, concepts, and the impact of their work on the audience. ● Supports the development of a deeper connection between the artist and their art. <p>Integrity</p> <ul style="list-style-type: none"> ● Teaches students to approach their GCSE art projects with honesty and authenticity, expressing their unique perspectives. ● Emphasises ethical considerations related to the use of references, intellectual property, and cultural sensitivity. ● Encourages responsible and respectful engagement with the art of others. <p>Leadership</p> <ul style="list-style-type: none"> ● Develops leadership skills through the management of more extensive and collaborative art projects. ● Encourages students to take ownership of their artistic decisions and guide group dynamics in collaborative endeavours. ● Fosters a sense of responsibility for the successful execution of group projects. <p>Young Citizen</p> <ul style="list-style-type: none"> ● Promotes the exploration of themes related to social issues, identity, and community in their art projects. ● Encourages students to use art as a platform for expressing their perspectives on societal topics. ● Fosters a sense of civic engagement through projects that reflect on and respond to contemporary issues. <p>In the context of GCSE Fine Art these qualities not only contribute to the development of artistic skills but also prepare students for the demands of higher-level education and potential careers in the arts. They serve as a foundation for success in the GCSE coursework and the broader field of art and design.</p>
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Extended Learning Opportunities for Key Stage 4	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ● Arrangements are made for guest speakers, such as art historians, curators, or professional artists, to give talks or demonstrations. ● This provides students with diverse perspectives and insights into the art world.
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	<p>Artistic Workshops</p> <ul style="list-style-type: none"> • Invite local artists or art professionals to conduct workshops on specific techniques or styles. • Explore different mediums such as ceramics, sculpture, printmaking, or digital art. <p>Field Trips</p> <ul style="list-style-type: none"> • Visit art museums, galleries, or cultural institutions to expose students to diverse art forms and historical contexts. • Explore outdoor locations for inspiration, such as botanical gardens, parks, or historical sites.
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Key Stage 5:

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Experimentation	Experimentation/ London Museum visit	Experimentation/ NEA Component 1 - worth 60% of the overall grade	NEA Component 1 - worth 60% of the overall grade	NEA Component 1 - worth 60% of the overall grade	NEA Component 1 - worth 60% of the overall grade
Previous knowledge recalled	GSCE	GCSE	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project
New Knowledge	<p>At Fulston Manor School our A-level Fine Art course, in line with the AQA guidelines, offers students an enriching educational experience that broadens their artistic horizons and deepens their understanding of art. Our students will explore a diverse array of fine art media, processes, and techniques, gaining insight into both traditional and contemporary practices. Emphasis is placed on the versatility of drawing, encouraging students to experiment with various methods, media, and scales, often utilising sketchbooks, workbooks, or journals to support their creative journey.</p> <p>A key aspect of our curriculum is the exploration of a wide range of artistic influences, including significant works of art, craft, and design from both European and non-European origins. This exploration is not just theoretical but deeply integrated into the practical and critical aspects of their work, fostering a profound understanding of different styles, genres, and traditions. Students will engage in both practical and critical activities to showcase their grasp of these influences.</p>					



	<p>Furthermore, our course places a strong emphasis on the assessment objectives set by AQA, ensuring students are well-versed in demonstrating these objectives through their work. They will learn to appreciate the importance of the artistic process as well as the final product, cultivating a holistic approach to art that prepares them for future artistic endeavours.</p> <p>Students must show knowledge and understanding of:</p> <ul style="list-style-type: none"> • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art • historical and contemporary developments and different styles and genres • how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created • continuity and change in different styles, genres and traditions relevant to fine art • a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art. 					
New Knowledge	<p>Relief Sculpture Using the school buildings and grounds as the initial starting point to drawings leading to a Modroc abstract relief sculpture Artist Research Louise Nevelson. A01,2,3 & 4</p> <p>Drawing of natural forms leading to the making of a clay vessel linked to Louise Hibbert A01,2,3 & 4</p>	<p>Drawing of hands taken into the etching process Linked to Moore and Kathe Kollwitz. A01, 2,3 & 4</p> <p>Visit to London Museum to collect ideas for NEA</p>	<p>Oil/acrylic painting Of animal skulls leading to a painting on a primed board. linked to Vanitas Art A01,2,3 & 4</p> <p>Drawing of figure maquette to understand figure</p>	<p>Students choose their NEA starting point through a mind map, mood board and stating their intentions. A03</p> <p>Drawing of animal bones leading to a carved sculpture Linked to Henry Moore and Barbra Hepworth A01,2,3 & 4</p> <p>Drawing of animal bones leading to a carved sculpture Linked to Henry Moore and Barbra Hepworth A01,2,3 & 4</p>	<p>Extended writing development 1 - 3000 words A01 to be completed over a 2 week period covering all art lessons.</p> <p>Lessons become more independent as students develop work for their personal investigation.</p> <p>Planning and presenting a personal response will be encouraged as students naturally reach conclusions to ideas. A04</p>	<p>Lessons become more independent as students develop work for their personal investigation.</p> <p>One to one discussions will take place.</p>



	<p>Drawing of hands taken into the etching process Linked to Moore and Kathe Kollwitz. A01, 2,3 &4</p> <p>Drawing of negative spaces to develop better looking skills when drawing positive and negative shapes. A02</p>	<p>leading to a painting on a primed board. linked to Vanitas Art A01,2,3 & 4</p>	<p>proportions leading to drawing the maquette in motion. Taking the knowledge of proportions into drawing figures in motion. Linked to Degas. A01, 2, 3 & 4</p>	<p>One to one discussions will take place.</p>	<p>One to one discussions will take place.</p>	
Key Knowledge Assessment	<p>Handling of media when developing and making a relief sculpture, a clay organic sculpture, soap sculpture and etching of hands with specific links to artists work. All work placed on PowerPoint for feedback given considering the assessment objectives A01,2 3&4</p>	<p>Handling of media when developing work leading and including an understanding of how to draw negative space, making a layered relief sculpture and understanding the proportion of the figure through the drawing of the figure maquette with specific links to artists work.</p>	<p>Handling of media when developing work leading and including the oil painting with specific links to artists work. All work placed on PowerPoint for feedback given considering the assessment objectives A01,2 3&4</p>	<p>Coverage of Assessment Objectives 1 - 4 NEA starts therefore feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.</p>	<p>Coverage of Assessment Objectives 1 - 4 feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.</p>	<p>Coverage of Assessment Objectives 1 - 4 Feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.</p>



	<p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p> <p>Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>All work placed on PowerPoint for feedback given considering the assessment objectives A01,2 3&4</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p> <p>Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>assessment objectives A01,2 3&4</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p> <p>Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>general level; having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>
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Links to literacy and numeracy	Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Edge Proportion Balance - visual and physical Positive Space Negative Space Movement Scale Abstract Symmetry Refine Primary Secondary Clay Relief Sculpture Monochrome Organic Drypoint etching Intaglio Plate Incisions Indents	Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Highlights Shadoe Contrast Numeracy Symmetry Negative and positive shapes We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 languages .	Complexity of how the language is used is more sophisticated and complex. Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Glazing Translucent Balance Measure Symmetry Wet-on-wet Layers Opaque Impasto Dry brushing Underpainting Blending Scumbling Impasto Dry brushing Underpainting Numeracy Symmetry	Complexity of how the language is used is more sophisticated and complex. Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Glazing Translucent Balance Measure Symmetry We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 language.	Complexity of how the language is used is more sophisticated and complex. Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Glazing Translucent Balance Measure Symmetry We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 language.	Complexity of how the language is used is more sophisticated and complex. Formal Elements Line Shape Tone Form Pattern Colour Texture Composition Blending Glazing Translucent Balance Measure Symmetry We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 language.



	<p>Burr Ink Tints</p> <p>Numeracy Symmetry Negative and positive shapes</p> <p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 language.</p>		<p>Negative and positive shapes</p> <p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 & 3 language.</p>			
Extra-Curricular opportunities	<p>London Gallery and Museum trip Weekly workshop Workspace that can be used during independent study lessons School holiday workshops UCA workshop depending on availability.</p>					
Links to careers/aspirations	<p>The aim of the Fine Art curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as critical thinking, people skills and problem-solving skills. These are what further education providers and employers look for. Our rich and broad art curriculum contributes to the broad Cultural Capital as we widen students' knowledge of the world around them by asking for them to really look. A Level Fine Art grades contribute to UCAS points. Degrees in different aspects of art are open to students who have studied Fine Art at A level.</p>					
Links to our Fulston FAMILY values	<p>Fortitude, Ambition and Integrity are covered throughout the projects as the students develop their work as these are key to students developing into the creative makers and thinkers of the future. Students need to be mindful and respectful of each other when creating work and also of the workspace and equipment. Students who show others how to behave and work in a creative environment show leadership skills. Students who help with the smooth running of the classroom through a positive attitude to keeping the room tidy and caring for their work show good leadership skills.</p>					



What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	NEA Component 1 - worth 60% of the overall grade	NEA Component 1 - worth 60% of the overall grade	Finish NEA Component 1 PPE exam Start ESA Feb 1st Component 2 worth 40% of the overall grade.	ESA Component 2 worth 40% of the overall grade.	ESA Component 2 worth 40% of the overall grade.	
Previous knowledge recalled	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project			
New Knowledge	Students working independently with 1 on 1 discussion.	Students working independently with 1 on 1 discussion.	To plan and prepare for the PPE exam. Students to choose an exam question as their starting point to their ESA	Students working independently with 1 on 1 discussion.	Student to plan for the 15 hour examination time	
Key Knowledge Assessment	Coverage of Assessment Objectives 1 - 4 Feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.	Coverage of Assessment Objectives 1 - 4 Feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.	Coverage of Assessment Objectives 1 - 4 Feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.	Coverage of Assessment Objectives 1 - 4 Feedback and assessment is specific to students needs and is equal and measured against the JCQ regulations.		



Links to literacy and numeracy	<p>Complexity of how the language is used is more sophisticated and complex.</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Pattern</p> <p>Colour</p> <p>Texture</p> <p>Composition</p> <p>Blending</p> <p>Numeracy</p> <p>Symmetry</p> <p>Negative and positive shapes</p> <p>measuring</p>	<p>Complexity of how the language is used is more sophisticated and complex.</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Pattern</p> <p>Colour</p> <p>Texture</p> <p>Composition</p> <p>Blending</p> <p>Numeracy</p> <p>Symmetry</p> <p>Negative and positive shapes</p> <p>measuring</p>	<p>Complexity of how the language is used is more sophisticated and complex.</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Pattern</p> <p>Colour</p> <p>Texture</p> <p>Composition</p> <p>Blending</p> <p>Numeracy</p> <p>Symmetry</p> <p>Negative and positive shapes</p> <p>measuring</p>	<p>Complexity of how the language is used is more sophisticated and complex.</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Pattern</p> <p>Colour</p> <p>Texture</p> <p>Composition</p> <p>Blending</p> <p>Numeracy</p> <p>Symmetry</p> <p>Negative and positive shapes</p> <p>measuring</p>	<p>Complexity of how the language is used is more sophisticated and complex.</p> <p>Formal Elements</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Form</p> <p>Pattern</p> <p>Colour</p> <p>Texture</p> <p>Composition</p> <p>Blending</p> <p>Numeracy</p> <p>Symmetry</p> <p>Negative and positive shapes</p> <p>measuring</p>	
Extra-Curricular opportunities	<p>London Museum trip</p> <p>Weekly workshop</p> <p>Workspace that can be used during independent study lessons</p> <p>School holiday workshops</p> <p>UCA workshop depending on availability</p>					
Links to careers/aspirations	<p>The aim of the Fine Art curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as critical thinking, people skills and problem solving skills. These are what further education providers and employers look for. An art education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.</p> <p>A Level Fine Art grades contribute to UCAS points.</p> <p>There will be opportunities to study for a degree and MA in different aspects of art.</p>					
Links to our Fulston FAMILY values	<p>Fortitude</p> <ul style="list-style-type: none"> Encourages students to persevere through the challenges of more advanced and complex art projects in the A Level fine art curriculum. Instils resilience and determination, crucial qualities for meeting the demands of a more rigorous and sophisticated artistic program. 					



- Supports the development of a strong work ethic in the face of artistic challenges.

Ambition

- Inspires students to set ambitious artistic goals that align with the specific criteria and expectations of the A Level fine art course.
- Encourages the pursuit of original and innovative ideas, pushing students to think beyond conventional artistic boundaries.
- Fosters a commitment to excellence in the execution of their artistic visions.

Mindful

- Emphasises the importance of mindfulness in the creative process, encouraging students to be fully engaged and present in their work.
- Promotes thoughtful reflection on artistic choices, concepts, and the impact of their work on the audience.
- Supports the development of a deeper connection between the artist and their art.

Integrity

- Teaches students to approach their A Level fine art projects with honesty and authenticity, expressing their unique perspectives.
- Emphasises ethical considerations related to the use of references, intellectual property, and cultural sensitivity.
- Encourages responsible and respectful engagement with the art of others.

Leadership

- Develops leadership skills through the management of more extensive and collaborative art projects.
- Encourages students to take ownership of their artistic decisions and guide group dynamics in collaborative endeavours.
- Fosters a sense of responsibility for the successful execution of group projects.

Young Citizen

- Promotes the exploration of themes related to social issues, identity, and community in their art projects.
- Encourages students to use art as a platform for expressing their perspectives on societal topics.
- Fosters a sense of civic engagement through projects that reflect on and respond to contemporary issues.

In the context of A Level fine art, these qualities not only contribute to the development of artistic skills but also prepare students for the demands of higher-level education and potential careers in the arts. They serve as a foundation for success in the A Level coursework and the broader field of art and design.



Extended Learning Opportunities for Key Stage 5	<p>Guest Speakers:</p> <ul style="list-style-type: none"> Arrangements are made for guest speakers, such as art historians, curators, or professional artists, to give talks or demonstrations. This provides students with diverse perspectives and insights into the art world. <p>Creative workshops.</p> <ul style="list-style-type: none"> We encourage our sixth form students to enhance their independent creative skills to sign up to free art workshops https://www.thecreativedimension.org/workshops/ <p>Possible Extended Learning Opportunities for the future.</p> <p>Artistic Workshops</p> <ul style="list-style-type: none"> Life drawing sessions Inviting local artists or art professionals to conduct workshops on specific techniques or styles. Explore different mediums such as ceramics, sculpture, printmaking, or digital art. In the past we have taken students to the Arts & Crafts at The Friars Aylesford Pottery <p>Field Trips</p> <ul style="list-style-type: none"> Visit art museums, galleries, or cultural institutions to expose students to diverse art forms and historical contexts. Explore outdoor locations for inspiration, such as botanical gardens, parks, or historical sites.
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Curriculum Impact	<p>The art and design curriculum plays a pivotal role in shaping the educational experience for students at various stages, from Key Stage 3, to GCSE and A level in secondary schools. The impact of this curriculum extends beyond the classroom, influencing students' personal development, career choices, and fostering a lifelong passion for the subject.</p> <p>Key Stage 3</p>
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At KS3, the art and design curriculum serves as a foundation, introducing students to the formal elements of art, enlightening their passion for creativity, teaching knowledge and skills that will help benefit them through their educational journey. The art and design curriculum at Fulston Manor establishes a diverse range of artistic techniques, mediums, cultures and concepts. It encourages creative thinking, problem-solving, and the development of essential skills such as observation and communication. Exposure to various art forms enhances cultural awareness and provides a holistic understanding of the role of art in society. By exploring different artistic styles, students develop their unique artistic voice and gain confidence in expressing themselves.

GCSE

As students progress to GCSE level, the art and design curriculum becomes more specialised, allowing them to delve deeper into specific areas of interest. This stage not only refines technical skills but also emphasises critical analysis and contextual understanding. Students are encouraged to develop a personal portfolio, showcasing their creative journey and demonstrating a mastery of techniques. The curriculum at this level plays a crucial role in preparing students for further education or entry into the creative industries by nurturing a strong foundation and a genuine passion for the subject.

A Level

A Level Fine Art curriculum represents the pinnacle of secondary school artistic education. It challenges students to engage with complex concepts, experiment with advanced techniques, and develop a sophisticated artistic identity. The emphasis on independent research and critical thinking prepares them for higher education and professional pursuits. The curriculum at this level not only hones technical skills but also encourages students to explore the cultural, historical, and contemporary aspects of art, fostering a well-rounded understanding of the discipline.

Impact on Students

The art and design curriculum has a profound impact on students by instilling a lifelong appreciation for creativity and aesthetics. Through hands-on experiences, they learn perseverance, resilience, and the value of iterative processes – skills applicable not only in the arts but across various domains. The curriculum nurtures a sense of curiosity, encouraging students to explore diverse perspectives and continuously expand their artistic horizons.

Career Development

The curriculum acts as a springboard for careers in the creative industries. By providing a comprehensive skill set and fostering a passion for artistic expression, students are well-equipped to pursue further education in fine arts, design, or related fields. The emphasis on critical thinking and problem-solving also prepares them for careers beyond the arts, where creativity and innovation are increasingly valued.

Lifelong Learning



The art and design curriculum lays the foundation for students to become lifelong learners in the subject. By nurturing a genuine interest and passion, students are more likely to continue exploring art independently, attending exhibitions, and engaging with the ever-evolving artistic landscape. This lifelong learning not only enriches their personal lives but also contributes to the broader cultural and creative dialogue.

In conclusion, the art and design curriculum in secondary schools at KS3, GCSE, and A level goes beyond imparting knowledge and technical skills, it shapes individuals, ignites passion, and prepares students for a future where creativity is a valuable asset in both personal and professional realms.