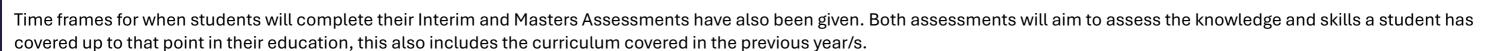
# **Curriculum & Rubric Map Overview 2025-2026**

Year 7

The table below details the skills and knowledge students will be covering each half term in Art and Design.

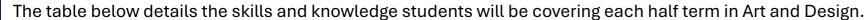


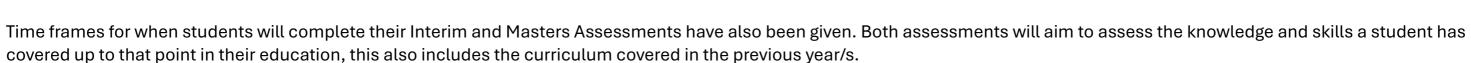
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5 Half Term 6
Knowledge and skills that will be covered during this year.  (Grouped by GCSE assessment objectives) Research: Colour theory Artist research pages  Develop: Use of a range of media throughout the year (pencil, pen, watercolour, inks, oil pastel). Explore variety of techniques (printmaking, tracing, measuring, grid drawing, photography).  Record: Recording activities such as tonal markmaking. observational drawings, copies of artist's work. Using tracing. Grid method.  Present: Final pieces. Journey in sketchbook.	<ul> <li>Conduct a baseline assessment to evaluate students' observational drawing skills, with a focus on the use of line, shape, and tone.</li> <li>Introduce students to effective sketchbook use and presentation in Art and Design.</li> <li>Develop familiarity with the formal elements of art, including line, shape, tone, texture, colour, form, and space.</li> <li>Explore the work of Vincent van Gogh, with particular emphasis on his expressive use of mark making.</li> <li>Investigate a range of mark making techniques, including tonal mark making, using various media to explore texture and form.</li> <li>Apply tonal mark making strategies to render threedimensional shapes with depth and realism.</li> </ul>	presentation of Practice observed Apply principle Gain knowledge Learn to draw fatoritically analysis Critically analysis Investigate how Lichtenstein and Understand the personal artwo Refine control of Develop proficition Create a final site	rational drawing skills through strusts of symmetry and measurement e of facial proportions and how to acial features with precision using cory, context, and key characteristics existing artworks through both of to draw inspiration from establised Andy Warhol.	uctured activities. to construct half self-portraits. accurately depict them. g line and tonal variation. ics of the Pop Art movement. drawing and written annotation. hed artists, focusing on the works of Roy Day dots, incorporating them into n in line thickness. ncluding pen, pencil, and paint. p Art. style of Andy Warhol.	<ul> <li>Day of the Dead</li> <li>Continue to develop understanding of effective sketchbook use.</li> <li>Tonal drawing skills to create greater depth and realisr</li> <li>Apply the grid drawing technique to improve drawing accuracy.</li> <li>Explore hatching and crosshatching methods to build texture and tonal variation.</li> <li>Introduce typography in execution of sketchbook titles</li> <li>Build on experience in watercolour painting, with emphasis on colour mixing and appropriate paint consistency.</li> <li>Experiment with a variety of media, including inks and pastels, to explore techniques and surface effects.</li> <li>Learn and apply mono printing and press printing techniques.</li> <li>Investigate the cultural significance and historical origins of the Day of the Dead (Día de los Muertos).</li> <li>Research the life and work of Frida Kahlo, examining how her personal experiences and heritage influenced her art.</li> <li>Analyse the work of contemporary artists inspired by the Day of the Dead, exploring how traditional motifs are reinterpreted in modern visual contexts and apply to own work.</li> </ul>

<ul> <li>Introduce the fundamentals of colour theory through practical painting exercises. Students will learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.</li> <li>Analyse the work of established artists (Michael Craig Martin)</li> </ul>	
theory through practical painting exercises. Students will learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.  Analyse the work of established artists (Michael Craig Martin)	
practical painting exercises. Students will learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
exercises. Students will learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
secondary, tertiary, complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
complementary, harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
harmonious, warm, and cool colours.  • Analyse the work of established artists (Michael Craig Martin)	
<ul> <li>and cool colours.</li> <li>Analyse the work of established artists</li> <li>(Michael Craig Martin)</li> </ul>	
Analyse the work of established artists     (Michael Craig Martin)	
established artists (Michael Craig Martin)	
(Michael Craig Martin)	
and apply learned	
techniques and	
concepts to the	
creation of a final	
piece.	
Reinforce subject-	
specific vocabulary	
and terminology to	
support critical	
discussion and written	
analysis of artwork.	
	d against AOs at end. Painting of
Assessments AOs at end. Final piece ITERATIVE ASSESSMENT 2 sugar skull comp	pleted as MASTERS ASSESSMENT
completed as ITERATIVE	
ASSESSMENT 1	

# Curriculum & Rubric Map Overview 2025-2026

Year 8





		11.16				
Knowledgeand	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this year.  (Grouped by GCSE assessment objectives) Research: Conducting Artist research.  Develop: Use of a range of media throughout the year (pen, paint, oil pastel). Explore variety of techniques such as relief modelling, clay modelling, printmaking, template making, collage, photography.  Record: Recording activities such as observational drawings. Copies of artist's work. Quick sketching for ideas. Use of own photography.  Present: Final pieces. Journey in sketchbook.	research, and cree Explore the history symbolic meaning. Introduce Zentary fine motor skills. Introduce basic be explore repetition. Apply principles. Develop skills in detailed observato the development of the development	eative development in Art and Devical and cultural significance of ags, traditional uses, and regional angle drawing as a method for development of concentration.  block printing techniques, incorport and surface design.  of symmetry and measurement to using oil pastels, focusing on bleational studies of African masks.  Ince of African masks on the work ent of Cubism.  Setching medium to explore expression as a creative process for layering as a creative process for layering techniques to generate and red modelling to create dimension yering.  The clay modelling using the slab techniques are related to the slab techniques.	African masks, examining their lands variations.  eloping intricate patterns and enhancing orating traditional African patterns to o accurately analyse mask designs. Inding and colour mixing to produce of Pablo Picasso, particularly in relation essive mark making and rapid se Kimmy Cantrell, analysing how modern contexts.  Ing texture, colour, and form in mixed	development.  Develop an und work of profess  Conduct resea media practice  Study and practice  Utilize persona work.  Employ quick so Build proficience  Develop technice	sional illustrators. rch into the work of contemporary s. tice techniques for accurately draw l photography as a reference and in	cipline and gain an appreciation of the illustrators across 2D, 3D, and mixed wing animal forms. Inspiration for design and illustration wide range of creative ideas. Ing media to produce illustrative work. Inspiration and visual exploration.
Assessments	Project assessed as completed as ITERA		Mask double page research		•	search double page research itcome as MASTERS assessment

#### Curriculum & Rubric Map Overview 2025-2026 Year 9

The table below details the skills and knowledge students will be covering each half term in Art and Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half	Term 4	Half Term 5	Half Term 6
rowledge and cills that will be overed during this ear.  rouped by GCSE sessment objectives) esearch: and mapping. onducting Artist search – student led esentation.  evelop: perimenting using of a nage of media roughout the year en, acrylic paint, oil istel). plore variety of chniques such as ono printing, collage, en and wash, lino inting, surface extures, pattern repeat, o paper modelling.  ecord: ecording activities ich as observational awings. pies of artist's work. uick sketching for eas. ee of own intography.  esent: nal pieces. urney in sketchbook.	independent wo Explore a divers personal creative Investigate the oriconic status in Apply observation photographs. Use quick sketch tool, to rapidly of experiment with possibilities. Advance skills in expressive marke. Independently profermal eleme Trainers project General eleme Trainers project General eleme Trainers project General eleme Explore paper enters. Develop an under from observation. Apply a range of development.	elopment of sketchbook presental orking.  e range of artists, both contempore responses.  cultural and design history of the trivisual culture.  onal drawing techniques in detailed hing methods, including the application ideas.  In acrylic paints, exploring a variety of a composition in a contemporary artworks to dement and outcomes.  In accordance on the contemporary artworks to dement and outcomes.  In a contemporary artworks to dement and outcomes.	cation of paint as a dynamic sketching of techniques and their expressive inphasis on creating bold, vibrant, and demonstrates a strong understanding sition.  epen contextual understanding and ing unconventional methods such as a closed—to develop new perspectives is on constructing and designing using attentional abstract patterns derived communication and design	·	greater autonomy in Conduct analytical inspiration from are Explore artists' technique and cross-hatching Further develop the mixed media context Create textured surfameliate drawings Refine and develop demonstrates a conformal elements.	In the presentation and development of a tribute of the control of	use of collage and mono printing within and using photographic imagery of local prints and relief-based artwork.  eflects the sketchbook journey and of media, techniques, composition, and
ssessments	section. ITERATIVE		e Art section and the Graphics form of independent working on	asse	•	e the form of independe	roject. ITERATIVE and MASTERS ent working on final piece as in

#### Curriculum & Rubric Map Overview 2025-2026 Year 10

BEDALM FIGH SCHOO

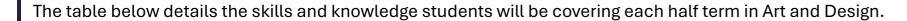
The table below details the skills and knowledge students will be covering each half term in Art and Design.

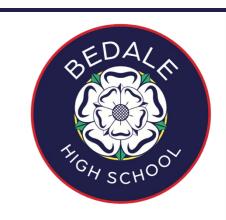
Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.  AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Introduce the One Assessment One Structure.</li> <li>Demonstrate end research withing</li> <li>The artists looked on the Use of photogrand generating</li> <li>Development of Both drawing for the references.</li> <li>Building of four techniques.</li> <li>Exploration of page 1.</li> </ul>	(Part of the NEA portfolio) GCSE Art and Design course, outlining the objectives (AOs) and overall course effective methods for presenting artist in the GCSE sketchbook. ked at will inspire: raphy as a tool for recording observations in grimary source imagery. of observational drawing skills through from life and working from photographic indational skills in drawing and painting indational skills in drawing and painting interpolations in the printmaking processes. Apply basic clay techniques for three-	Specific skills covered versule Students will be set a part The AOs are interwoven independent progress  Begin the creative Conduct in-dept Capture own phore Experiment with composition, vise Continuously reference creative Develop the ability journey.  Maintain detailed	re process by mind mapping initich research on a minimum of three otographs or source appropriate a wide range of media and technology and idea modifine ideas throughout the experime risk-taking, allowing for unexpetity to assess when to move on free	oices.  m a past ESA paper.  ght to understand them, self-asse  al thoughts and ideas to establish ee relevant artists to inform and in esecondary imagery to guide the p niques, using artist and photograp dification etc. mental phase, working toward a co ected outcomes and learning from om a piece or when to invest more	ess and use them to facilitate  n a clear direction. nspire personal project development. project in a personal and meaningful way. phic inspiration to explore scale, lear vision for the final piece.
	contextualize v  • Begin to under Objectives as a	th-quality annotations to support and visual outcomes. Testand how to use the Assessment a framework for self-guided progress to Non-Exam Assessment (NEA).				
Assessments	Tracking of AO1 ar	nd 3 throughout.	Tracking of AO1-4 th	nroughout.		

# Curriculum & Rubric Map Overview 2025-2026

Year 11





Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
Knowledge and skills that will be covered during this half term.  AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	The AOs are interwover be taught to understand facilitate independent in a Continue to:  Continue to: Conduct in-dependent in development. Capture own phesecondary images and meaningful. Experiment with using artist and scale, composite modification etc. Continuously resphase, working in the continuously resphase, working in the continuously resphase or when the creative journey.  Maintain detailed documenting preciate a narrative. Complete their creative.	will be dependent on student choices. In throughout, students will continue to ad them, self-assess and use them to progress.  Oth research on a minimum of three to inform and inspire personal project motographs or source appropriate gery to guide the project in a personal lway. In a wide range of media and techniques, photographic inspiration to explore tion, visual combinations, and idea continued toward a clear vision for the final piece. We risk-taking, allowing for unexpected learning from mistakes or "happy fility to assess when to move on from a convest more time, based on the evolving	Students will select a title from The AOs are interwoven throw  Begin the creative processor of the Conduct in-depth reservation.  Capture own photogration with a wide composition, visual composition, visual composition, visual composition of the Continuously refine in Embrace creative risk Develop the ability to journey.  Maintain detailed annuarrative of personal and the Continuously refine in	ent (Exam) e dependent on student choices. om the exam board documentation released at aughout; students will use them to self-assess a process by mind mapping initial thoughts and idea the search on a minimum of two relevant artists to it aphs or source appropriate secondary imagery de range of media and techniques, using artist a combinations, and idea modification etc. Ideas throughout the experimental phase, working at their final piece de artistic development.  The transfer of the tra	as to establish a clear direction. Inform and inspire personal project development. It to guide the project in a personal and meaningful way. I and photographic inspiration to explore scale, I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the project in a personal and meaningful way. I to guide the g
Assessments	Tracking of AO1-4 t	throughout.	Tracking of AO1-4 throu	ghout.	

### 3D Design

**Curriculum & Rubric Map Overview** 

#### 2025-2026

#### Year 10

The table below details the skills and knowledge students will be covering each half term in 3D Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.  AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Introduce the One Assessment One Structure.</li> <li>Demonstrate of Research withing the Artists/destrained of Photogrand generating and generating of Photogrand generating of Photogrand generating of Herbitan of Structure of Photogrand generating of Photogrand generating of Herbitan of Photogrand generating generating</li></ul>	(Part of the NEA portfolio) GCSE 3D Design course, outlining the objectives (AOs) and overall course effective methods for presenting artist in the GCSE sketchbook. Signers looked at will inspire: raphy as a tool for recording observations in grimary source imagery. Of observational drawing skills through from life and working from photographic indational skills in drawing and painting and modelling techniques using a variety stand how to use the Assessment in framework for self-guided progress in Non-Exam Assessment (NEA).	Specific skills covered we Students will be set a pro The AOs are interwoven independent progress  Begin the creative Conduct in-depth development.  Capture own pho Experiment with a and 3 dimensions Continuously refi Embrace creative Develop the ability journey.  Maintain detailed	e process by mind mapping inition research on a minimum of three tographs or source appropriate a wide range of media and technology.  ne ideas throughout the experimental risk-taking, allowing for unexpecty to assess when to move on free to the experimental risk-taking.	oices.  m a past ESA paper.  ught to understand them, self-assertations and ideas to establish the relevant artists/designers to information as a condary imagery to guide the princes, using artist and photograph mental phase, working toward a clean outcomes and learning from the princes or when to invest more	or a clear direction.  Form and inspire personal project  Project in a personal and meaningful way.  Pohic inspiration to explore ideas in 2D  Rear vision for the final piece.
Assessments	Tracking of AO1 a	nd 3 throughout.	Tracking of AO1-4 th	roughout.		

#### 3D Design

**Curriculum & Rubric Map Overview 2025-2026** 

Year 11

The table below details the skills and knowledge students will be covering each half term in 3D Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1 Half Term 2	Half Term 3 Half Term 4 Half Term 5
Knowledge and skills that will be covered during this half term. AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Main Project (Continued)</li> <li>Specific skills covered will be dependent on student choices.</li> <li>The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</li> <li>Continue to: <ul> <li>Conduct in-depth research on a minimum of three relevant artists/designers to inform and inspire personal project development.</li> <li>Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way.</li> <li>Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore ideas in 2D and 3 dimensions.</li> <li>Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece.</li> <li>Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or "happy accidents."</li> <li>Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey.</li> <li>Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.</li> </ul> </li> <li>Complete their creative journey before arriving at their final piece decisions and executing that final piece</li> </ul>	Externally Set Assignment (Exam) Specific skills covered will be dependent on student choices. Students will select a title from the exam board documentation released at the beginning of January The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress  Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of two relevant artists/designers to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore ideas in 2D and 3 dimensions. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or "happy accidents." Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hrs of supervised time.
Assessments	Tracking of AO1-4 throughout.	Tracking of AO1-4 throughout.

#### **Textiles Art**

Curriculum & Rubric Map Overview 2025-2026 Year 10

The table below details the skills and knowledge students will be covering each half term in Textiles Art.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6			
Knowledge and skills that will be covered during this half term.	<ul> <li>Introduce the Gassessment Ostructure.</li> <li>Demonstrate Gasses research within</li> </ul>	(Part of the NEA portfolio) GCSE Textiles Art course, outlining the objectives (AOs) and overall course effective methods for presenting artist in the GCSE sketchbook.	Specific skills cover Students will be set The AOs are interwo	lain Project (Remainder of the NEA Portfolio) pecific skills covered will be dependent on student choices. tudents will be set a project based on a title/theme from a past ESA paper. he AOs are interwoven throughout, students will be taught to understand them, self-assess and use them acilitate independent progress					
AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Use of photogrand generating</li> <li>Development of both drawing for references.</li> <li>Building of four techniques.</li> <li>Exploration of manipulation,</li> <li>Implement high contextualize of the segin to under Objectives as an end of the series.</li> </ul>	raphy as a tool for recording observations g primary source imagery. of observational drawing skills through rom life and working from photographic indational skills in drawing and painting. Textiles techniques including fabric printmaking and surface decoration. In-quality annotations to support and visual outcomes. Instand how to use the Assessment a framework for self-guided progress a Non-Exam Assessment (NEA).	<ul> <li>Conduct in-depondevelopment.</li> <li>Capture own ph</li> <li>Experiment with</li> <li>Continuously re</li> <li>Embrace creativ</li> <li>Develop the ability journey.</li> <li>Maintain detaile</li> </ul>	<ul> <li>Capture own photographs or source appropriate secondary imagery to guide the project in a personal and experiment with a wide range of media and techniques, using artist and photographic inspiration to explore</li> <li>Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece</li> <li>Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or "happy accessed on the evolve on the ability to assess when to move on from a piece or when to invest more time, based on the evolve</li> </ul>					
Assessments	Tracking of AO1 a	nd 3 throughout.	Tracking of AO1-4 t	hroughout.					

#### **Textiles Art**

Curriculum & Rubric Map Overview 2025-2026 Year 11

The table below details the skills and knowledge students will be covering each half term in Textiles Art.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

Half Term 1 Half Term 2 Half Term 3 Half Term 4 Half Term 5

	Main Project (Continued)	Externally Set Assignment (Exam)		
Knowledge and skills that will be covered during this half term.	<ul> <li>Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</li> <li>Continue to:         <ul> <li>Conduct in-depth research on a minimum of three relevant artists/designers to inform and inspire personal project development.</li> <li>Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way.</li> <li>Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore ideas.</li> </ul> </li> </ul>	<ul> <li>Specific skills covered will be dependent on student choices.</li> <li>Students will select a title from the exam board documentation released at the beginning of January</li> <li>The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress</li> <li>Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction.</li> <li>Conduct in-depth research on a minimum of two relevant artists/designers to inform and inspire personal project development.</li> <li>Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way.</li> <li>Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore ideas.</li> <li>Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece.</li> <li>Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or "happy accidents."</li> <li>Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey.</li> <li>Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.</li> </ul>		
AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece.</li> <li>Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or "happy accidents."</li> <li>Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey.</li> <li>Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.</li> <li>Complete their creative journey before arriving at their final piece decisions and executing that final piece</li> </ul>	Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hrs of supervised time.		
Assessments	Tracking of AO1-4 throughout.	Tracking of AO1-4 throughout.		

## **Photography**

#### Curriculum & Rubric Map Overview 2025-2026 Year 10

The table below details the skills and knowledge students will be covering each half term in Photography.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

Half Term 1 Half Term 2 Half Term 3 Half Term 4 Half Term 5 Half Term 6

### **Photography**

Curriculum & Rubric Map Overview 2025-2026 Year 11

The table below details the skills and knowledge students will be covering each half term in Photography.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

Half Term 1 Half Term 2 Half Term 3 Half Term 4 Half Term 5

Knowledge and skills that will be covered during this half term.	Main Project (Continued) Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.  Continue to:	Externally Set Assignment (Exam)  Specific skills covered will be dependent on student choices.  Students will select a title from the exam board documentation released at the beginning of January  The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress.  • Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction.  • Conduct in-depth research on a minimum of two relevant photographers/artists/designers to inform and inspire personal
AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	<ul> <li>Conduct in-depth research on a minimum of three relevant photographers/artists/designers to inform and inspire personal project development.</li> <li>Planning shoots and taking purposeful photographs to document ideas and progress.</li> <li>Mastery of camera settings (manual mode, exposure triangle)</li> <li>Use of lighting (natural, studio, artificial)</li> <li>Experimentation with:         <ul> <li>Digital editing (Photoshop, Lightroom)</li> <li>Mixed media (collage, layering, hand-colouring)</li> </ul> </li> <li>Exploring different presentation formats in their books</li> <li>Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.</li> <li>Complete their creative journey before arriving at their final piece decisions and executing that final piece</li> </ul>	project development.  Planning shoots and taking purposeful photographs to document ideas and progress.  Mastery of camera settings (manual mode, exposure triangle)  Use of lighting (natural, studio, artificial)  Experimentation with:  Digital editing (Photoshop, Lightroom)  Mixed media (collage, layering, hand-colouring)  Exploring different presentation formats in their books  Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.  Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hrs of supervised time.
Assessments	Tracking of AO1-4 throughout.	Tracking of AO1-4 throughout.