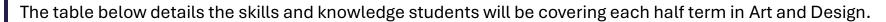
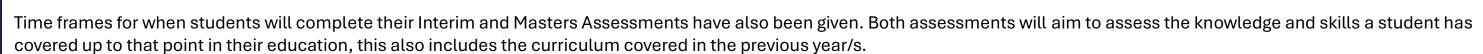
Curriculum & Rubric Map Overview 2025-2026

Year 7



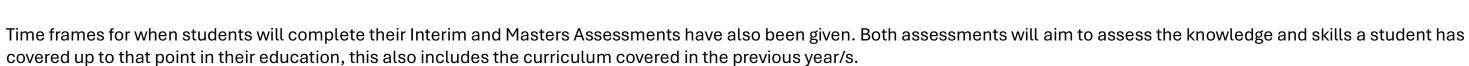


	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this year. Grouped by GCSE assessment objectives) Research: Colour theory Artist research pages Develop: Use of a range of media throughout the year (pencil, pen, watercolour, inks, 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.	Conduct a baseline assessment to evaluate students' observational drawing skills, with a focus on the use of line, shape, and tone. Introduce students to effective sketchbook use and presentation in Art and Design. Develop familiarity with the formal elements of art, including line, shape, tone, texture, colour, form, and space. Explore the work of Vincent van Gogh, with particular emphasis on his expressive use of mark making. Investigate a range of mark making techniques, including tonal mark making, using various media to explore texture and form. Apply tonal mark making strategies to render three-dimensional shapes with depth and realism. 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. Analyse the work of established artists (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.	 Practice observational d Apply principles of symm Gain knowledge of facial Learn to draw facial featu Explore the history, conte Critically analyse existing Investigate how to draw i Understand the concept Refine control over line of Develop proficiency in had Create a final self-portra Learn and apply mono pince 	tanding of effective sketchbook use and appropriate awing skills through structured activities. Hetry and measurement to construct half self-portry proportions and how to accurately depict them. Here with precision using line and tonal variation. Ext, and key characteristics of the Pop Art movements artworks through both drawing and written annoted and application of Ben Day dots, incorporating the usuality, including variation in line thickness. Andling various media, including pen, pencil, and put artwork inspired by Pop Art. Inting techniques in the style of Andy Warhol. It teams to recreate iconic portraits using costume as	aits. nt. ation. e works of Roy Lichtenstein and Andy Warhol. m into personal artwork. aint.	 Tonal drawing skills to c Apply the grid drawing to Explore hatching and cr Introduce typography in Build on experience in vappropriate paint consistency Experiment with a variety techniques and surface Learn and apply mono purchased in the cultural state of the cult	cy of media, including inks and oil pastels, to explore effects. brinting and press printing techniques. significance and historical origins of the Day of the Dead (Día ork of Frida Kahlo, examining how her personal experiences
Assessments	Project assessed against AOs at end. Final piece completed as ITERATIVE ASSESSMENT 1	Project assessed against AOs	at end. Half face pencil drawing complete	d as ITERATIVE ASSESSMENT 2	Project assessed against AOs MASTERS ASSESSMENT	s at end. Painting of sugar skull completed as
		1				

Curriculum & Rubric Map Overview 2025-2026

Year 8

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



	Holf Town 4	Holf Town O	Half Tawas 2	Half Tayer 4	Half Tarm F	Holf Town C
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 historymbolic meaning Introduce Zentary fine motor skills and introduce basic because the explore repetition. Apply principles Develop skills in detailed observatory the influent to the development of the devel	eative development in Art and Debrical and cultural significance of angs, traditional uses, and regional angle drawing as a method for development and 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. Ketching medium to explore expression as a creative process for layering ions. Ining techniques to generate and read modelling to create dimension yering. In clay modelling using the slab techniques to generate stables.	African masks, examining their l variations. eloping intricate patterns and enhancing orating traditional African patterns to to accurately analyse mask designs. Inding and colour mixing to produce of Pablo Picasso, particularly in relation essive mark making and rapid as Kimmy Cantrell, analysing how modern contexts.	development. Develop an under work of profession Conduct research media practices Study and practices Utilize personal work. Employ quick sk Build proficiency Develop technice Refine personal	erstanding of illustration as a disconal illustrators. ch into the work of contemporary i. ice techniques for accurately draw photography as a reference and in cetching techniques to generate a	nspiration for design and illustration wide range of creative ideas. ng media to produce illustrative work. dia collage. ntation and visual exploration.
Assessments	Project assessed as completed as ITER/		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.

	Half Term 2 Half Term 3	Half Term 4 Half Term 5 Half Term 6
nowledge and cills that will be overed during this ear. rouped by GCSE research: ind mapping. onducting Artist search – student led resentation. evelop: reperimenting using of a nge of media roughout the year en, acrylic paint, oil	 Trainers project Fine Art outcome Continuing development of sketchbook presentation skills, with a greater focus on independent working. Explore a diverse range of artists, both contemporary and historical, to inform and in personal creative responses. Investigate the cultural and design history of the trainer, examining its evolution and iconic status in visual culture. Apply observational drawing techniques in detailed pencil studies from life and photographs. Use quick sketching methods, including the application of paint as a dynamic sketch tool, to rapidly develop ideas. Experiment with acrylic paints, exploring a variety of techniques and their expressive possibilities. Advance skills in oil pastel application, with an emphasis on creating bold, vibrant, and their expressive possibilities. 	 inspiration from architectural forms. Explore artists' techniques using a variety of media, including pen and wash, hatching and cross-hatching, watercolour, pencil crayon, and graphite. Further develop these explorations through the use of collage and mono printing within mixed media context. Create textured surfaces for artistic development using photographic imagery of local architectural features. Translate drawings and visual studies into lino prints and relief-based artwork. Refine and develop work into a final piece that reflects the sketchbook journey and
astel). Aplore variety of schniques such as sono printing, collage, en and wash, lino rinting, surface extures, pattern repeat, D paper modelling. Becord: Becording activities ach as observational rawings. Opies of artist's work. Luick sketching for eas.	 expressive mark making. Independently plan and execute a final piece that demonstrates a strong understand of formal elements, media handling, and composition. Trainers project Graphics Outcome Continue to explore contemporary artworks to deepen contextual understanding an inspire development and outcomes. Apply observational drawing techniques—including unconventional methods such a drawing with the non-dominant hand or with eyes closed—to develop new perspect and enhance drawing fluency. Explore paper engineering techniques with a focus on constructing and designing us nets. Develop an understanding of abstract art and create original abstract patterns derived the provisional drawings. 	(SOCIAL/POLITICAL ETC) es es
se of own notography. resent: nal pieces. ourney in sketchbook. assessments	 from observational drawings. Apply a range of graphic media to support visual communication and design development. Understand and apply the principles of repeat pattern in their designing. Project assessed against AOs at end of the Fine Art section and the Graphi section. ITERATIVE assessments will take the form of independent workin final pieces as in GCSE ESA (examination) 	

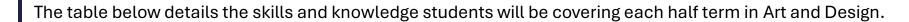
Curriculum & Rubric Map Overview 2025-2026 Year 10 BEDALAN FIGH SCHOOL

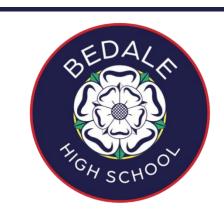
The table below details the skills and knowledge students will be covering each half term in Art and Design.

	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 half term.	 Introduce the C Assessment O structure. Demonstrate e research withir 	(Part of the NEA portfolio) CCSE Art and Design course, outlining the bjectives (AOs) and overall course ffective methods for presenting artist at the GCSE sketchbook.	Students will be set a project based on a title/theme from a past ESA paper. The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress				
AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	 The artists looked Use of photograph and generating p Development of both drawing from references. Building of found techniques. Exploration of present 	aphy as a tool for recording observations primary source imagery. of observational drawing skills through rom life and working from photographic and the conditional skills in drawing and painting printmaking processes. pply basic clay techniques for three-	 Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of three relevant artists to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful of Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore scale, composition, visual combinations, and idea modification etc. 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. 				
	 Implement high-quality annotations to support and contextualize visual outcomes. Begin to understand how to use the Assessment Objectives as a framework for self-guided progress throughout the Non-Exam Assessment (NEA). 		Tracking of AO1-4 t	aroughout			
Assessments	Tracking of AO1 ar	ia s unougnout.	Hacking of AOT-4 to	irougiiout.			

Curriculum & Rubric Map Overview 2025-2026

Year 11





	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	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: Conduct in-depth research on a minimum of three relevant artists 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 scale, composition, visual combinations, and idea modification etc. 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 and executing that final piece	Externally Set Assignment (E Specific skills covered will be dependent students will select a title from the off the AOs are interwoven throughout. Begin the creative process by Conduct in-depth research off Capture own photographs of Experiment with a wide rang composition, visual combination composition, visual combination composition in Embrace creative risk-taking Develop the ability to assess journey. Maintain detailed annotation narrative of personal artistic	mam) Indent on student choices. It is students will use them to self-assess and it is students will use them to self-assess and it is ymind mapping initial thoughts and idea on a minimum of two relevant artists to it is resource appropriate secondary imagery e of media and techniques, using artist a stions, and idea modification etc. Iroughout the experimental phase, working, allowing for unexpected outcomes and it is when to move on from a piece or when it is throughout the project, documenting prodevelopment.	the beginning of January nd facilitate independent progress
Assessments	Tracking of AO1-4 throughout.	Tracking of AO1-4 throughout	t.	

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.

	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	 Introduce the GCSE 3D Design course, outlining the Assessment Objectives (AOs) and overall course structure. Demonstrate effective methods for presenting artist research within the GCSE sketchbook. The artists/designers looked at will inspire: Use of photography as a tool for recording observations and generating primary source imagery. Development of observational drawing skills through 		Specific skills covered students will be set a particle. The AOs are interwover independent progress Begin the creative Conduct in-dependent of the creative Conduct in-dependent. Capture own phesister Experiment with and 3 dimensioners. Continuously results and continuously results Develop the ability.	ainder of the NEA Portfolio) will be dependent on student cho project based on a title/theme from throughout, students will be taug we process by mind mapping initia th research on a minimum of three totographs or source appropriate a to a wide range of media and techn as. fine ideas throughout the experim we risk-taking, allowing for unexpe	pices. In a past ESA paper. Ight to understand them, self-assorated thoughts and ideas to establish se relevant artists/designers to information and photographic and phase, working toward a clearning from ected outcomes and learning from	ess and use them to facilitate n a clear direction. form and inspire personal project project in a personal and meaningful way. phic inspiration to explore ideas in 2D	
Assessments	contextualize vi Begin to unders Objectives as a	tand how to use the Assessment framework for self-guided progress Non-Exam Assessment (NEA).	 Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Tracking of AO1-4 throughout. 				

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.

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.

	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	Induction Project Introduce the Constructure. Demonstrate en research within The artists/des Use of photogrand generating Development contenting of four techniques. Exploration of manipulation, Implement high contextualize were	(Part of the NEA portfolio) CCSE Textiles Art course, outlining the bjectives (AOs) and overall course ffective methods for presenting artist in the GCSE sketchbook. igners looked at will inspire: aphy as a tool for recording observations in primary source imagery. of observational drawing skills through from life and working from photographic indational skills in drawing and painting fextiles techniques including fabric printmaking and surface decoration. In-quality annotations to support and insual outcomes. Stand how to use the Assessment in framework for self-guided progress	Main Project (Remain Specific skills covered Students will be set of The AOs are interword facilitate independent. Begin the creative of the Conduct in-depted development. Capture own phore in Experiment with the Continuously refuse the Embrace creative in Develop the ability journey. Maintain detailed	inder of the NEA Portfolio) ed will be dependent on student project based on a title/the ven throughout, students will not progress e process by mind mapping initial haresearch on a minimum of three totographs or source appropriate so a wide range of media and technine ideas throughout the experimental risk-taking, allowing for unexpective to assess when to move on from	dent choices. The me from a past ESA paper. The last thought to understand the last thoughts and ideas to establish the relevant artists/designers to information in the last thoughts are relevant artists and photographental phase, working toward a clucted outcomes and learning from the last piece or when to invest more or mapiece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when to invest more than the last piece or when the last piece or whe	em, self-assess and use them to a clear direction. orm and inspire personal project roject in a personal and meaningful way. thic inspiration to explore ideas. ear vision for the final piece.
Assessments	Tracking of AO1 ar	Non-Exam Assessment (NEA). nd 3 throughout.	Tracking of AO1-4 th	nroughout.		

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.

	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 interwork be taught to understal facilitate independent. Continue to: Conduct in-derelevant artists project develoe Capture own project develoe Capture own project develoe Experiment with using artist an ideas. Continuously phase, working Embrace creat outcomes and accidents. Develop the all piece or when creative journees of Maintain detail documenting create a narrant. Complete their creating	en throughout, students will continue to and them, self-assess and use them to at progress. Epth research on a minimum of three soldesigners to inform and inspire personal apprent. Enhotographs or source appropriate agery to guide the project in a personal all way. It ha wide range of media and techniques, diphotographic inspiration to explore a proposition of the final piece. The soldesigners to inspiration to explore a personal and the soldesigners are a personal and the	Students will select a title for The AOs are interwoven three. Begin the creative processes to Conduct in-depth reduced propertion. Capture own photogone. Experiment with a work of Continuously refine. Embrace creative rise. Develop the ability to journey. Maintain detailed an narrative of persona. Complete their creative of supervised times.	the dependent on student choices. From the exam board documentation released at the pughout; students will use them to self-assess a cocess by mind mapping initial thoughts and identated on a minimum of two relevant artists/degraphs or source appropriate secondary imagery idearnge of media and techniques, using artist ideas throughout the experimental phase, work k-taking, allowing for unexpected outcomes and assess when to move on from a piece or where notation throughout the project, documenting a lartistic development. It is development.	and facilitate independent progress eas to establish a clear direction. esigners to inform and inspire personal project y to guide the project in a personal and meaningful way. and photographic inspiration to explore ideas.
Assessments	Tracking of AO1-4	throughout.	Tracking of AO1-4 thro	ughout.	

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.

	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	 Introduce the Constructure. Introduction to Understanding Camera basics: Composition: not field. Editing basics: Understanding Understanding Understanding<td>(Part of the NEA portfolio) CCSE Photography course, outlining the bjectives (AOs) and overall course Photography: The 7 principles of photography. CISO, aperture, shutter speed rule of thirds, leading lines, framing, depted to the photographic genres. Continiproject that cover all AOs work of photographers and/or artists and effective methods for presenting this E sketchbook. CISOS presentation on contact sheets. Continiproject that cover all AOs work of photographers and/or artists and effective methods for presenting this E sketchbook. CISOS presentation on contact sheets. CISOS presentation</td><td>Specific skills covered was Students will be set a part The AOs are interwoven independent progress Begin the creative Conduct in-dept project development Planning shoots Mastery of came Use of lighting (note the Experimentation — Digita — Mixed Exploring differe Maintain detailed</td><td>re process by mind mapping inition in the research on a minimum of three ment. and taking purposeful photographer a settings (manual mode, expostatural, studio, artificial) with: l editing (Photoshop, Lightroom) media (collage, layering, hand-ont presentation formats in their be</td><td>pices. In a past ESA paper. Inght to understand them, self-asserted thoughts and ideas to establish the relevant photographers/artists/ Inches to document ideas and progressure triangle) Colouring) Cooks</td><td>a clear direction. designers to inform and inspire personal</td>	(Part of the NEA portfolio) CCSE Photography course, outlining the bjectives (AOs) and overall course Photography: The 7 principles of photography. CISO, aperture, shutter speed rule of thirds, leading lines, framing, depted to the photographic genres. Continiproject that cover all AOs work of photographers and/or artists and effective methods for presenting this E sketchbook. CISOS presentation on contact sheets. Continiproject that cover all AOs work of photographers and/or artists and effective methods for presenting this E sketchbook. CISOS presentation on contact sheets. CISOS presentation	Specific skills covered was Students will be set a part The AOs are interwoven independent progress Begin the creative Conduct in-dept project development Planning shoots Mastery of came Use of lighting (note the Experimentation — Digita — Mixed Exploring differe Maintain detailed	re process by mind mapping inition in the research on a minimum of three ment. and taking purposeful photographer a settings (manual mode, expostatural, studio, artificial) with: l editing (Photoshop, Lightroom) media (collage, layering, hand-ont presentation formats in their be	pices. In a past ESA paper. Inght to understand them, self-asserted thoughts and ideas to establish the relevant photographers/artists/ Inches to document ideas and progressure triangle) Colouring) Cooks	a clear direction. designers to inform and inspire personal
Assessments	Tracking of AO1 ar	nd 3 throughout.	Tracking of AO1-4 tl	nroughout.		

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.

	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 interwoved be taught to understand facilitate independent of the Continue to: Continue to: Conduct in-dependent photogonispire persona Planning shoots document ideas Mastery of came triangle) Use of lighting (in the Experimentation of the Mixed	will be dependent on student choices. In throughout, students will continue to d them, self-assess and use them to progress. In the research on a minimum of three traphers/artists/designers to inform and l project development. It is and taking purposeful photographs to so and progress. It is and progress. It is and progress to inform and the research on a minimum of three traphers/artists/designers to inform and l project development. It is and taking purposeful photographs to so and progress. It is a settings (manual mode, exposure that is a setting to a setting the research on a minimum of three traphers/artists/designers to inform and large that is a setting that is a setting to a setting the research on a minimum of three traphers/artists/designers to inform and large that is a setting th	Students will select a title from The AOs are interwoven throw Begin the creative professor of	e dependent on student choices. om the exam board documentation released a ughout; students will use them to self-assess occess by mind mapping initial thoughts and id search on a minimum of two relevant photographs. taking purposeful photographs to document in ettings (manual mode, exposure triangle) al, studio, artificial) at: (Photoshop, Lightroom) collage, layering, hand-colouring) esentation formats in their books notation throughout the project, documenting artistic development. ive journey before arriving at their final piece of	and facilitate independent progress. eas to establish a clear direction. aphers/artists/designers to inform and inspire personal
	-	Complete their creative journey before arriving at their final piece decisions and executing that final piece			
Assessments	Tracking of AO1-4 t	·	Tracking of AO1-4 throu	ighout.	