

Art and Design

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.

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
<div>Knowledge and skills that will be covered during this year.</div> <div><div>(Grouped by GCSE assessment objectives)</div><div>Research: Colour theory Artist research pages</div><div>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).</div><div>Record: Recording activities such as tonal markmaking. observational drawings, copies of artist's work. Using tracing. Grid method.</div><div>Present: Final pieces. Journey in sketchbook.</div></div>	<div>Induction</div> <div><ul style="list-style-type: none">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.</div>	<div>Portrait</div> <div><ul style="list-style-type: none">Develop a further understanding of effective sketchbook use and appropriate presentation of artwork.Practice observational drawing skills through structured activities.Apply principles of symmetry and measurement to construct half self-portraits.Gain knowledge of facial proportions and how to accurately depict them.Learn to draw facial features with precision using line and tonal variation.Explore the history, context, and key characteristics of the Pop Art movement.Critically analyse existing artworks through both drawing and written annotation.Investigate how to draw inspiration from established artists, focusing on the works of Roy Lichtenstein and Andy Warhol.Understand the concept and application of Ben Day dots, incorporating them into personal artwork.Refine control over line quality, including variation in line thickness.Develop proficiency in handling various media, including pen, pencil, and paint.Create a final self-portrait artwork inspired by Pop Art.Learn and apply mono printing techniques in the style of Andy Warhol.Collaborate effectively in teams to recreate iconic portraits using costume and photography.</div>			<div>Day of the Dead</div> <div><ul style="list-style-type: none">Continue to develop understanding of effective sketchbook use.Tonal drawing skills to create greater depth and realism.Apply the grid drawing technique to improve drawing accuracy.Explore hatching and crosshatching methods to build texture and tonal variation.Introduce typography in execution of sketchbook titles.Build on experience in watercolour painting, with emphasis on colour mixing and appropriate paint consistency.Experiment with a variety of media, including inks and oil pastels, to explore techniques and surface effects.Learn and apply mono printing and press printing techniques.Investigate the cultural significance and historical origins of the Day of the Dead (Día de los Muertos).Research the life and work of Frida Kahlo, examining how her personal experiences and heritage influenced her art.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.</div>	
Assessments	Project assessed against AOs at end. Final piece completed as ITERATIVE ASSESSMENT 1	Project assessed against AOs at end. Half face pencil drawing completed as ITERATIVE ASSESSMENT 2			Project assessed against AOs at end. Painting of sugar skull completed as MASTERS ASSESSMENT	

Art and Design

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.

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 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.	African Mask <ul style="list-style-type: none"> Continue to develop effective use of sketchbooks, with a focus presentation of ideas, research, and creative development in Art and Design. Explore the historical and cultural significance of African masks, examining their symbolic meanings, traditional uses, and regional variations. Introduce Zentangle drawing as a method for developing intricate patterns and enhancing fine motor skills and concentration. Introduce basic block printing techniques, incorporating traditional African patterns to explore repetition and surface design. Apply principles of symmetry and measurement to accurately analyse mask designs. Develop skills in using oil pastels, focusing on blending and colour mixing to produce detailed observational studies of African masks. Study the influence of African masks on the work of Pablo Picasso, particularly in relation to the development of Cubism. Use paint as a sketching medium to explore expressive mark making and rapid visualisation. Examine the work of contemporary artists such as Kimmy Cantrell, analysing how traditional African aesthetics are reinterpreted in modern contexts. Investigate collage as a creative process for layering texture, colour, and form in mixed media compositions. Use quick sketching techniques to generate and refine design ideas efficiently. Explore relief card modelling to create dimensional mask forms and experiment with structure and layering. Introduce simple clay modelling using the slab technique to construct three-dimensional interpretations of mask designs. 			Character Design <ul style="list-style-type: none"> Further develop effective use of sketchbooks as a tool for visual research and idea development. Develop an understanding of illustration as a discipline and gain an appreciation of the work of professional illustrators. Conduct research into the work of contemporary illustrators across 2D, 3D, and mixed media practices. Study and practice techniques for accurately drawing animal forms. Utilize personal photography as a reference and inspiration for design and illustration work. Employ quick sketching techniques to generate a wide range of creative ideas. Build proficiency in using a variety of basic drawing media to produce illustrative work. Develop technical and creative skills in mixed media collage. Refine personal ideas through iterative experimentation and visual exploration. Explore three-dimensional model making using plasticine to support illustration development. 		
Assessments	Project assessed against AOs at end. African Mask double page research completed as ITERATIVE assessment.			Project assessed against AOs at end. Artist research double page research completed as ITERATIVE assessment. Final outcome as MASTERS assessment		

Art and Design

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
<div>Knowledge and skills that will be covered during this year.</div> <div>(Grouped by GCSE assessment objectives)</div> <div>Research: Mind mapping. Conducting Artist research – student led presentation.</div> <div>Develop: Experimenting using of a range of media throughout the year (pen, acrylic paint, oil pastel). Explore variety of techniques such as mono printing, collage, pen and wash, lino printing, surface textures, pattern repeat, 3D paper modelling.</div> <div>Record: Recording activities such as observational drawings. Copies of artist’s work. Quick sketching for ideas. Use of own photography.</div> <div>Present: Final pieces. Journey in sketchbook.</div>	<div>Trainers project Fine Art outcome</div> <div><ul style="list-style-type: none">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 inspire 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 sketching 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 expressive mark making.Independently plan and execute a final piece that demonstrates a strong understanding of formal elements, media handling, and composition.</div>			<div>Architecture</div> <div><ul style="list-style-type: none">Increase emphasis on independent working practices within the sketchbook, fostering greater autonomy in the presentation and development of the creative journey.Conduct analytical studies—through both drawing and annotation—of artists who draw 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 a 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 demonstrates a comprehensive understanding of media, techniques, composition, and formal elements.</div> <div>I WOULD BE MOVING THIS TO A THEME BASED PROJECT...ISSUES (SOCIAL/POLITICAL ETC)</div>		
Assessments	Project assessed against AOs at end of the Fine Art section and the Graphics section. ITERATIVE assessments will take the form of independent working on final pieces as in GCSE ESA (examination)			Project assessed against AOs at end of the project. ITERATIVE and MASTERS assessments will take the form of independent working on final piece as in GCSE ESA (examination)		

Art and 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 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	Induction Project (Part of the NEA portfolio) <ul style="list-style-type: none"> Introduce the GCSE Art and Design course, outlining the Assessment Objectives (AOs) and overall course structure. Demonstrate effective methods for presenting artist research within the GCSE sketchbook. The artists looked at will inspire: <ul style="list-style-type: none"> Use of photography as a tool for recording observations and generating primary source imagery. Development of observational drawing skills through both drawing from life and working from photographic references. Building of foundational skills in drawing and painting techniques. Exploration of printmaking processes. Learning and apply basic clay techniques for three-dimensional work. 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). 		Main Project (Remainder of the NEA Portfolio) <i>Specific skills covered will be dependent on student choices.</i> <i>Students will be set a project based on a title/theme from a past ESA paper.</i> <i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i> <ul style="list-style-type: none"> 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 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. 			
Assessments	Tracking of AO1 and 3 throughout.		Tracking of AO1-4 throughout.			

Art and 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 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
Knowledge and skills that will be covered during this half term. AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	Main Project (Continued) <i>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.</i> <i>Continue to:</i> <ul style="list-style-type: none"> 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. <i>Complete their creative journey before arriving at their final piece decisions and executing that final piece</i>		Externally Set Assignment (Exam) <i>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</i> <ul style="list-style-type: none"> 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 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. Final piece will be completed during the 10 hrs of supervised time. 		
	Assessments		Assessments		
	Tracking of AO1-4 throughout.		Tracking of AO1-4 throughout.		

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	Induction Project (Part of the NEA portfolio) <ul style="list-style-type: none">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:<ul style="list-style-type: none">Use of photography as a tool for recording observations and generating primary source imagery.Development of observational drawing skills through both drawing from life and working from photographic references.Building of foundational skills in drawing and painting techniques.Exploration of 3D modelling techniques using a variety of materials.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).		Main Project (Remainder of the NEA Portfolio) <p><i>Specific skills covered will be dependent on student choices.</i> <i>Students will be set a project based on a title/theme from a past ESA paper.</i> <i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <ul style="list-style-type: none">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/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.			
Assessments	Tracking of AO1 and 3 throughout.		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.

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
<div>Knowledge and skills that will be covered during this half term.</div> <div>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</div>	<div>Main Project (Continued) <i>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.</i></div> <div>Continue to:</div> <div><ul style="list-style-type: none">Conduct in-depth research on a minimum of three 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.</div> <div><i>Complete their creative journey before arriving at their final piece decisions and executing that final piece</i></div>		<div>Externally Set Assignment (Exam) <i>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</i></div> <div><ul style="list-style-type: none">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.</div>		
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. AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	Induction Project (Part of the NEA portfolio) <ul style="list-style-type: none">Introduce the GCSE Textiles Art 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:<ul style="list-style-type: none">Use of photography as a tool for recording observations and generating primary source imagery.Development of observational drawing skills through both drawing from life and working from photographic references.Building of foundational skills in drawing and painting techniques.Exploration of Textiles techniques including fabric manipulation, printmaking and surface decoration.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).		Main Project (Remainder of the NEA Portfolio) <p><i>Specific skills covered will be dependent on student choices.</i></p> <p><i>Students will be set a project based on a title/theme from a past ESA paper.</i></p> <p><i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <ul style="list-style-type: none">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/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.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.			
Assessments	Tracking of AO1 and 3 throughout.		Tracking of AO1-4 throughout.			

Textiles Art

Curriculum & Rubric Map Overview

2025-2026

Year 11

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<div>Knowledge and skills that will be covered during this half term.</div> <div>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</div>	<div>Main Project (Continued) <i>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.</i></div> <div>Continue to:<ul style="list-style-type: none">Conduct in-depth research on a minimum of three 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.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.</div> <div><i>Complete their creative journey before arriving at their final piece decisions and executing that final piece</i></div>	<div>Externally Set Assignment (Exam) <i>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</i></div> <div><ul style="list-style-type: none">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.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.</div>			
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.

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	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 (Part of the NEA portfolio) <ul style="list-style-type: none">Introduce the GCSE Photography course, outlining the Assessment Objectives (AOs) and overall course structure.Introduction to Photography: Understanding the 7 principles of photography. Camera basics: ISO, aperture, shutter speed Composition: rule of thirds, leading lines, framing, depth of field. Editing basics: Photoshop or Lightroom Understanding photographic genres.Undertake a mini project that cover all AOsLooking at the work of photographers and/or artists and demonstrating effective methods for presenting this within the GCSE sketchbook.Planning photoshoots, presentation on contact sheets.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).		Main Project (Remainder of the NEA Portfolio) <i>Specific skills covered will be dependent on student choices.</i> <i>Students will be set a project based on a title/theme from a past ESA paper.</i> <i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i> <ul style="list-style-type: none">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 photographers/artists/designers to inform and inspire personal 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:<ul style="list-style-type: none">Digital editing (Photoshop, Lightroom)Mixed media (collage, layering, hand-colouring)Exploring different presentation formats in their booksMaintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development.			
Assessments	Tracking of AO1 and 3 throughout.		Tracking of AO1-4 throughout.			

Photography

Curriculum & Rubric Map Overview

2025-2026

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	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) <i>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.</i> <i>Continue to:</i> <ul style="list-style-type: none">Conduct in-depth research on a minimum of three relevant photographers/artists/designers to inform and inspire personal 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:<ul style="list-style-type: none">Digital editing (Photoshop, Lightroom)Mixed media (collage, layering, hand-colouring)Exploring different presentation formats in their booksMaintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. <i>Complete their creative journey before arriving at their final piece decisions and executing that final piece</i>		Externally Set Assignment (Exam) <i>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.</i> <ul style="list-style-type: none">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 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:<ul style="list-style-type: none">Digital editing (Photoshop, Lightroom)Mixed media (collage, layering, hand-colouring)Exploring different presentation formats in their booksMaintain 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.		