

**Herschel Grammar School
Curriculum Overview 2025/26**

Curriculum Intent
Equipping students with the skills needed in order to express themselves, reflect and be appreciative of others through the form of a visual language. Students will learn to develop skills, experiment with techniques and processes and learn about artists and craftspeople. Students will learn to be creative and original through various specialisms, such as drawing and painting, whilst also learning to make connections between Art and well-being.

Curriculum Impact
• Increased uptake and growing interest in the subject at GCSE • Implementation of advanced techniques increasingly used at GCSE level such as use of oil paints, working on canvases etc. • Increased presence of the subject around the school exhibiting exemplary work • Students have an increased awareness of the benefits of the subject beyond just drawing. Their appreciation of the subject can be seen in the high uptake of Art competitions and contests

Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

Year Group Plans

Year group	Year 7
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Rationale for sequencing	Provide opportunities and experience in order to understand the main building blocks in art; The Formal Elements (line, shape, form, colour, tone, texture, pattern, perspective, scale, proportion). Taking learners from 'Limited' to 'Basic'.
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Term 1	
Half term 1a	Half term 1b
'Me' – Self-portrait project. Introduction to the Formal Elements with emphasis on line, tone, scale and proportion. Introduction to drawing portraits, working in watercolours, collage and pencil.	Continuation of project. Creating a final piece which consists of drawing an accurate portrait from life which is then divided into 4 sections and completed using each of the following; pencil colour, biro pen, watercolour and collage. Artists/Art Movements explored: Van Gogh, Sandy Schimmel, Marion Bolognesi, Pablo Picasso
Term 2	
Half term 2a	Half term 2b
 'Landscapes' Introduction to mark making such as stippling, hatching, scribbling etc. and how to use them to draw landscapes. Introduction to using oil pastels, mono printing and ink. Exploring form, composition, and negative space.	Continuation of project. Creating a final piece which consists of drawing a landscape made up of marks. Artists/Art Movements explored: Impressionism, Van Gogh, David Hockney, Claude Monet, Camilla Perkins
Term 3	
Half term 3a	Half Term 3b
'Pinch Pots' Introduction to ceramics (making monsters) using the pinch pot technique whilst learning about form, structure and shape. Construction of the monster (final piece).	Continuation of project. Completing the final piece – adding the glazing. Artists/Art Movements explored: Greek Art, James Derosso

Assessment Plans:	
Term 1	Baseline Assessment – September 2025 Project 1 Final Piece – December 2025
Term 2	Project 2 Final Piece – April 2026
Term 3	Project 3 Final Piece – July 2026

Year group	8
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Rationale for sequencing	To build on prior learning with an emphasis on quality and skill, allowing learners to access previous learning whilst developing and adding to knowledge and skill. Taking learners from 'Basic' to 'Competent'.
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Term 1	
Half term	Half term
<i>'Mexico – Day of the Dead'</i> Appreciating cultural traditions of Mexico whilst also exploring the theme of death*. Introduction to creating observations from primary and secondary sources, spin art and lino printing. Starting the final piece – carving out a lino pattern and printing on paper. *Please note this topic will be explored with sensitivity.	Continuation of project. Completing the final piece by drawing Mexican inspired patterns on the A3 print. Artists/Art Movements explored: Mexican art, Day of the Dead, Damien Hirst, Ghanaian traditions, Chris Ofili, Leonardo da Vinci, Michelangelo
Term 2	
Half term	Half term
<i>'Arty Architecture'</i> Exploration of art and architecture from around the world. Developing use of drawing techniques such as using grids and drawing from a primary source.	Continuation of project. Creating the final piece which consists of a pencil drawing in the style of Minty Sainsbury. Artists/Art Movements explored: Yoni Alter, Maxwell Tilse, Minty Sainsbury, Zaha Hadid
Term 3	
Half term	Half Term
<i>'Food'</i> Developing understanding of working from primary and secondary sources through the use of a variety of media such as pencil, pen, pastel, paint, collage and ink.	Continuation of project. Creating a final piece which consists of drawing a food themed observational drawing and/or painting. Artists/Art Movements explored: Joel Penkham, Sarah Graham, Wayne Theibaud, Robert Townsend, April Jarocka

Key Assessment Plans:	
Term 1	Baseline Assessment – September 2025 Project 1 Final Piece – December 2025
Term 2	Project 2 Final Piece – April 2026
Term 3	Project 3 Final Piece – July 2026

Year group	9
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Rationale for sequencing	To continue to build on prior learning with an emphasis on advanced technique, skill and independence. Projects act as simplified versions of GCSE projects to allow learners to transition from KS3 to KS4 with ease. Taking learners from 'Competent' to 'Confident'
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Term 1	
Half term	Half term
 <i>'A Bug's Life'</i> Exploration of insects and their importance through art. Development of technical skills such as accurately drawing shape, detail and tonal shading. Development of knowledge in using oil pastels and mixed media techniques.	Continuation of project. Creating a final piece which consists of drawing an insect themed observational drawing and/or painting. Artists/Art Movements explored: Christopher Marley, Damien Hirst, Louise Bourgeois, Eugene Alain Seguy, Ergin Inan
Term 2	
Half term	Half term
 Best of British – <i>'About Me'</i> Exploration of likes and interests. What it means to be British and cultural identity through developing illustration skills. Introduction to wire sculptures.	Continuation of project. Creating a final piece which consists of a 3D wire sculpture. Artists/Art Movements explored: Georgina Luck, Robin Wight, Candice Bees, Edoardo Tresoldi, Martin Senn
Term 3	
Half term	Half Term
<i>'Go Figure'</i> Developing advanced skills in drawing portraits and the human form. Comparing realistic to unrealistic and incorporating personality and a range of art styles into the work. Encouraging students to become independent thinkers.	Continuation of project. Creating a final piece which consists of a distorted portrait. Artists/Art Movements explored: Manga, Anime, Street Art, Fashion illustration, Tristan Eaton

Key Assessment Plans:	
Term 1	Baseline Assessment – September 2025 Project 1 Final Piece – December 2025
Term 2	Project 2 Final Piece – April 2026
Term 3	Project 3 Final Piece – July 2026

Year group	10
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Rationale for sequencing	To provide the best learning opportunities and experience in order to provide sufficient evidence of each assessment objective as determined by the exam board. Students are encouraged to choose their own topics at this stage and may therefore incorporate themes related to 
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Term 1	
Half term	Half term
 Introduction to GCSE Fine Art. (AQA) Project One – Theme provided. Past examples have included Fantastic and Strange and Food. Students to produce projects that include links to relevant artists and designers (AO1), first hand studies (AO3) and development of work (AO2) that leads onto a final piece (AO4). Throughout the year, alongside project work, students will attend a variety of workshops, trips and visits.	 Continuation of project one working in a variety of media and scale. Mixed media work and development of techniques. A trip to a London gallery to visit any relevant exhibitions. Artist visit/workshops if possible. (AO1, AO2, AO3)
Term 2	
Half term	Half term
 Completion of project one. Large scale final piece based on the theme linked to the work of relevant artists. (AO4)	 Project Two – From a choice of 5 topics, students choose the theme they wish to study. All themes will contain studies of relevant artists and designers (AO1), first hand studies (AO3) and development of work (AO2) that leads onto a final piece (AO4).
Term 3	
Half term	Half Term
 Continuation of project two working in a variety of media and scale. Mixed media work and development of techniques. A trip to a London gallery to visit any relevant exhibitions. Artist visit/workshops if possible. (AO1, AO2, AO3)	 Continuation of project two. Distribution of holiday homework.

Key Assessment Plans:	
Term 1	Key skills project submission of work so far – December 2025
Term 2	Project 1 final grade
Term 3	Year 10 Exam – date to be confirmed

Year group	11
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Rationale for sequencing	To provide the best learning opportunities and experience in order to build on skill and expertise. To provide sufficient evidence of each assessment objective as determined by the exam board.
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Term 1	
Half term	Half term
Completion of ideas and testing for Project 2. (AO4)	Completion of final piece for Project 2. (AO4) Completion of coursework. Deadline end of term.
Term 2	
Half term	Half term
Distribution of examination papers January 2022. Pupils to select a theme provided by AQA. Start preparatory work.	Complete preparatory work for final examination in May.
Term 3	
Half term	Half Term
2-day practical examination beginning of May. (Date to be agreed closer to the time.) <u>ALL work handed in at this time.</u>	

Key Assessment Plans:	
Term 1	Project 2 grade – December 2026
Term 2	Current grade for exam project
Term 3	N/A