



### Enrichment and Personal Development

### Links to Careers in Art

### Catholicity in the Curriculum

Year 7	Art, craft and design embody some of the highest forms of human creativity and Art education can enrich pupils' lives in many ways. Our curriculum enables pupils to gain a range of technical making skills, become proficient problem solvers and critical thinkers. We intend for our pupils to learn how to enjoy and engage with artists' work, acquire cultural capital and become visually literate. As pupils' progress, they should be able to develop a more rigorous understanding of art and design and similarly reflect on how art and design has shaped our history, contributed to our culture, creativity and wealth of our nation.	To encourage prospects here at Holy Cross, we visit art galleries and exhibitions and regularly encourage opportunity to work with the community. Additionally putting on our own exhibitions, whether virtually or in person, is important to enable pupils to establish the fundamentals for branding, self-understanding, networking, future development and public awareness.	Dignity: Pupils explore the work of Jon Burgerman and Sarah Graham reflecting on the benefits of art on mental health. Creation and the Environment: Pupils appreciate the beauty of art in the everyday world and consider how art can enhance our surroundings.
Year 8	Art, craft and design embody some of the highest forms of human creativity and Art education can enrich pupils' lives in many ways. Our curriculum enables pupils to gain a range of technical making skills, become proficient problem solvers and critical thinkers. We intend for our pupils to learn how to enjoy and engage with artists' work, acquire cultural capital and become visually literate. As pupils' progress, they should be able to develop a more rigorous understanding of art and design and similarly reflect on how art and design has shaped our history, contributed to our culture, creativity and wealth of our nation.	To encourage prospects here at Holy Cross, we visit art galleries and exhibitions and regularly encourage opportunity to work with the community. Additionally putting on our own exhibitions, whether virtually or in person, is important to enable pupils to establish the fundamentals for branding, self-understanding, networking, future development and public awareness.	Dignity and Solidarity: Pupils understand that honouring the deceased is important through studying the Mexican Day of the Dead and equally to stand in solidarity and prayer with the holy souls. Option for the Poor: Pupils consider the importance of participation despite financial difficulties through examining Mexican culture.
Year 9	Art, craft and design embody some of the highest forms of human creativity and Art education can enrich pupils' lives in many ways. Our curriculum enables pupils to gain a range of technical making skills, become proficient problem solvers and critical thinkers. We intend for our pupils to learn how to enjoy and engage with artists' work, acquire cultural capital and become visually literate. As pupils' progress, they should be able to develop a more rigorous understanding of art and design and similarly reflect on how art and design has shaped our history, contributed to our culture, creativity and wealth of our nation.	To encourage prospects here at Holy Cross, we visit art galleries and exhibitions and regularly encourage opportunity to work with the community. Additionally putting on our own exhibitions, whether virtually or in person, is important to enable pupils to establish the fundamentals for branding, self-understanding, networking, future development and public awareness.	Dignity: Pupils celebrate their uniqueness as God's creations by drawing a self-portrait and consider the impact of social pressure on appearances through Andy Butler. Peace: Pupils understand the impact of conflict after the second world war through the surrealist movement and the need to escape reality through art.
KS4	Looking at social influences and the work of others, enhance pupils understanding of the many factors including both ethical and environmental concerns. Art projects involve a process of artist study, investigation and analysis, visual resource collection, skills building, development, production of end products and assessment and evaluation. Our curriculum enables pupils to gain a range of technical making skills, become proficient problem solvers and critical thinkers. All pupils have the opportunity to use a wide range of materials including acrylic paints, water colours, printmaking facilities, photography, design and many others, whilst also developing their technical skills in drawing.	Pupils visit colleges and galleries to explore careers options at KS5 onto university/industry and within the wider field of Art, Craft and Design. Pupils are inspired by ex-pupils work and through alumni talks and workshops. This allows for progression from key stage 3 whilst providing a strong foundation for further study at AS & A level as well as vocational pathways. We work closely with the careers team to promote not only jobs in the artistic industry but also to enable pupils to realise the employability skills that they develop as an art student. In an increasingly automated economy, where mass unemployment is a real threat to future generations, Art Education develops creativity, empathy and problem-solving skills. Jobs requiring these skills are considered to be more future proof.	Creation and the Environment, Dignity, Peace, Solidarity, Option for the Poor, Dignity of work and Participation: Pupils will incorporate these themes in creating their own portfolio in response to the starting point 'Identity'. Common themes might be body image, poverty, women's rights, or sustainability, including how an artist has had an impact in this area.



Key areas of focus  
in this unit of  
work



Subject specific  
knowledge



Assessment  
(including both  
formative and  
summative)



Interdisciplinary Learning



Progression of  
learning

# KS2 Transferable Skills

At key stage 2 pupils should be developing techniques and control of materials to become increasingly aware of the different kinds of art, craft & design. Knowledge of subject specific vocabulary. Broadly accurate SPaG. Understanding of audience and purpose. Conscious control of sentence structure. Summarise and present a familiar story in their own words.

## Art Department Year 7, 8 and 9 Curriculum Plan



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Year 7	Year 8	Year 9
Carousel 8 Weeks - Food and Sweet Treats	Carousel 8 Weeks - Day of the Dead	Carousel 8 Weeks - Portraiture
<ul style="list-style-type: none"> <li>An introduction to a variety of artists who create work on food and sweet treats</li> <li>An investigation into primary and secondary observational drawing, using a variety of techniques and exploring the formal elements</li> <li>Drawing in the style of Doodle artist Jon Burgerman to create their own mural</li> <li>Exploring colour theory through the use of colour pencil and oil pastel application, learning also how to blend colours</li> <li>How to scale up an image using grid method</li> <li>Producing a final response to the artist Sarah Graham</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to the Day of the Dead celebration, exploring Mexican culture</li> <li>Exploring the style traits of Mexican pattern and developing work into a foam block print</li> <li>Understanding the anatomy of a skull and how to create a realistic study of this</li> <li>Developing skills in coloured pencil application to create design ideas</li> <li>Extending knowledge of colour theory through acrylic paint, particularly understanding the qualities of acrylic paint and how to blend colours</li> <li>Applying acrylic paint to a final design</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to portraiture and a range of portrait and artists</li> <li>Exploring portrait styles including continuous line drawing and wire portraits</li> <li>An investigation into the artist Francoise Nielly, experimenting with paint application and palette knife techniques</li> <li>Learning how to draw a portrait in the style of Luke Dixon with a focus on line exploration</li> <li>Discovering what impact, the art movement Surrealism had on portraiture</li> <li>How to draw facial features realistically and how to monoprint a self portrait</li> <li>To create a final response in the style of the artist Andy Butler</li> <li>Evaluation</li> </ul>
<ul style="list-style-type: none"> <li>Exploring artists such as Jon Burgerman and Sarah Graham. Introduction to popular culture.</li> <li>Examples of past pupils work both KS3 and KS4</li> </ul>	<ul style="list-style-type: none"> <li>Exploring Mexican culture and Spanish key words and cultural appropriation</li> <li>Examples of past pupils work both KS3 and KS4</li> </ul>	<ul style="list-style-type: none"> <li>Exploring portraiture from a range of cultures and generations. Understanding the work of Andy Butler, and French artist Francoise Neilly.</li> <li>Examples of past pupils work both KS3 and KS4</li> </ul>
<p>Assessment</p> <p>Summative: A3 final piece in the style of the artist's work, working against success criteria.</p> <p>Formative: command marking, verbal feedback, peer and self-reflection, group critiques, refinement, final assessment with levels achieved.</p>	<p>Assessment:</p> <p>Summative: A3 final piece in the style of the artist's work, working against success criteria.</p> <p>Formative: command marking, verbal feedback, peer and self-reflection, group critiques, refinement, final assessment with levels achieved.</p>	<p>Assessment:</p> <p>Summative: A3 final piece in the style of the artist's work, working against success criteria.</p> <p>Formative: command marking, verbal feedback, peer and self-reflection, group critiques, refinement, final assessment with levels achieved.</p>
<p>Maths: Pupils use scale and proportion by using the grid method to create drawings.</p> <p>Science: Pupils learn about the concept of colour both scientifically and artistically.</p> <p>English: Pupils learn how to annotate and analyse the work of artists.</p>	<p>Spanish: Pupils study the Mexican 'Day of the Dead' festival, looking at culture, history and key Spanish terminology.</p> <p>Maths: Pupils explore the theory of the 'principles of halves' to enable them to draw a skull accurately. Similarly, they also use symmetry.</p> <p>Science: Pupils look at the anatomy of the skull when learning how to draw a skull.</p> <p>English: Pupils learn how to annotate and analyse the work of artists.</p>	<p>History: Pupils learn about the Surrealist movement and how World War 2 impacted the Arts.</p> <p>English: Pupils learn how to annotate and analyse the work of artists.</p> <p>French: Pupils study the French artist Francoise Nielly, watching her artist interview in the native language.</p>
<p>Progress</p> <p>Pupils, in Year 7 are introduced to the formal elements to gain a better insight and understanding when producing a final personal response to the theme set. Pupils will be introduced to a number of new techniques and skills required to enhance further development and exploration which the pupils will build upon in Year 8 and Year 9.</p>	<p>Progress</p> <p>Pupils, in Year 8, will be expected to apply the techniques and skills learnt in Year 7 in this project. Pupils will effectively show with confidence the techniques they have developed and applied to their finished end product.</p>	<p>Progress</p> <p>Pupils, in Year 9, will be expected to implement skills and knowledge learnt in Year 7 and 8 to enhance this project showing a higher quality of work and understanding.</p>



Year  
**10**



# Art Department Year 10 Curriculum Plan



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NEA Identity Component 1	NEA Identity Component 1	NEA Identity Component 1	NEA Identity Component 1	NEA Close Ups Component 2	NEA Close Ups Component 2
<p>Creating a mixed media observational drawing, revisiting techniques learned at KS3 and an introduction to new techniques.</p> <p>Introduction to GCSE component 1</p> <p>Develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research.</p>	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research.</p>	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>
<p>Cultural exposure:</p> <p>Studying a wide range of cultures, artists and art movement in relation to starting point.</p> <p>Research and exploring topic starting point.</p>	<p>Cultural exposure:</p> <p>Exploring themes within the starting point such as racism, diversity, stereotypes.</p> <p>Producing work relating to a chosen artist on a subtheme.</p>	<p>Cultural exposure:</p> <p>Visiting artist workshops online and in person to improve technical ability.</p>	<p>Cultural exposure:</p> <p>On going exploration of ideas relating to topic and telling a story that has a key message through their art work.</p>	<p>Cultural exposure:</p> <p>Studying a wide range of cultures, artists and art movement in relation to starting point.</p> <p>Research and exploring topic starting point.</p>	<p>Cultural exposure:</p> <p>Exploring their chosen artist in detail and having an awareness of how their work can impact the wider world.</p> <p>Producing work relating to a chosen artist on a subtheme</p>
<p>Assessment:</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>	<p>Assessment:</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>	<p>Assessment:</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>	<p>Assessment:</p> <p>Summative mark for Identity project.</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>	<p>Assessment:</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>	<p>Assessment:</p> <p>Skills based silent starters that recap skills.</p> <p>Half termly review of progress.</p> <p>Current working grades given for each piece of work produced.</p> <p>Reflection of work through annotation.</p> <p>Weekly checklists and work completion trackers.</p> <p>Verbal feedback provided throughout lessons and intervention.</p> <p>Taking on feedback to develop and refine project.</p>
As pupils explore their own individual topics interdisciplinary links are often made through pupils exploring current affairs, new mediums and observational studies from different starting points. For example, pupils may choose to look at 'decay' and use microscopes to create studies.					
<p>Progress:</p> <p>Pupils will be able to build upon the skills and techniques learned at KS3 apply these to their initial starting points.</p>	<p>Progress:</p> <p>Pupils will be exploring and experimenting with a range of media to much higher standard</p>	<p>Progress:</p> <p>Pupils will be able to enhance and develop their use of media in order to record their ideas.</p>	<p>Progress:</p> <p>Pupils will be able to present a personal and meaningful response using the ideas that they have explored to a much higher standard.</p>	<p>Progress:</p> <p>Pupils will be able to apply their knowledge learnt in component 1 in order to begin their project creatively and imaginatively.</p>	

Year  
**11**



# Art Department

## Year 11 Curriculum Plan



**Holy Cross**  
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Autumn1	Autumn 2	Spring 1	Spring 2
NEA Close Ups Component 2	NEA Close Ups Component 2	Externally set assignment	Externally set assignment
Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research.  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  10 hour exam
Cultural exposure:  On going exploration of ideas relating to topic and telling a story that has a key message through their art work.	Cultural exposure:  On going exploration of ideas relating to topic and telling a story that has a key message through their art work.	Cultural exposure:  Studying a wide range of cultures, artists and art movement in relation to starting point. Research and exploring topic starting point.	Cultural exposure:  On going exploration of ideas relating to topic and telling a story that has a key message through their art work.
Assessment:  Skills based silent starters that recap skills. Half termly review of progress. Current working grades given for each piece of work produced. Reflection of work through annotation. Weekly checklists and work completion trackers. Verbal feedback provided throughout lessons and intervention. Taking on feedback to develop and refine project.	Assessment:  Skills based silent starters that recap skills. Half termly review of progress. Current working grades given for each piece of work produced. Reflection of work through annotation. Weekly checklists and work completion trackers. Verbal feedback provided throughout lessons and intervention. Taking on feedback to develop and refine project.	Assessment:  Skills based silent starters that recap skills. Half termly review of progress. Current working grades given for each piece of work produced. Reflection of work through annotation. Weekly checklists and work completion trackers. Verbal feedback provided throughout lessons and intervention. Taking on feedback to develop and refine project.	Assessment:  Skills based silent starters that recap skills. Half termly review of progress. Current working grades given for each piece of work produced. Reflection of work through annotation. Weekly checklists and work completion trackers. Verbal feedback provided throughout lessons and intervention. Taking on feedback to develop and refine project.
As pupils explore their own individual topics interdisciplinary links are often made through pupils exploring current affairs, new mediums and observational studies from different starting points. For example, pupils may choose to look at 'decay' and use microscopes to create studies.			
Progress:  Pupils will be able to enhance and develop their use of media in order to record their ideas.	Progress:  Pupils will be able to present a personal and meaningful response using the ideas that they have explored to a much higher standard.	Progress:  Pupils will link together all knowledge and skills developed over the GCSE course in order to refine work.	Progress:  Pupils will complete their final piece using the skills acquired over the two years in preparation for KS5.

