

Art at GHES



Our intent is to deliver an ambitious, coherent Art curriculum that enables students—regardless of starting point or background—to develop strong technical skill, creativity, cultural understanding and personal expression.

The curriculum has to be tailored to each individual, as students arrive throughout the year - careful sequencing to build confidence with materials, processes, and visual language is the priority. It prioritises creativity, independence, and critical thinking, enabling pupils to make personal, meaningful outcomes.

We show students to learn to respond to the world around them, analyse artwork thoughtfully, and communicate ideas through a range of media. We work with each student to develop core artistic skills including observational drawing, colour theory, composition, experimentation and contextual understanding.

Through lessons we identify misconceptions and adapt teaching so all students—including those with SEND—can access high-quality Art education. Our aim for all, but particularly those students who really enjoy Art is to prepare for successful next steps in further study, creative industries, or lifelong engagement with Art.

Curriculum Design and Sequencing:

- Our curriculum is mapped from Year 7 to Year 11 to ensure clear progression in technical skill, visual literacy and creative confidence.
- Units are sequenced so new learning builds on prior knowledge—for example, observational drawing underpinning later painting, printmaking, and sculpture.
- Schemes of learning highlight key artists, vocabulary, formal elements and common misconceptions.
- All units enable a child to join at any point.

Teaching Approaches:

- Teachers model processes clearly, demonstrating techniques such as blending, composition planning or clay construction.
- Visual exemplars and demonstrations support understanding of each stage of creating.
- Explanations emphasise vocabulary to help pupils discuss and evaluate artwork.
- Guided practice scaffolds learning before pupils develop independent outcomes.

Skill, Creativity and Critical Thinking:

- Technical fluency is built through structured practice in drawing, painting, printmaking, digital media and mixed media.
- Creative tasks encourage experimentation, refinement and decision-making.
- Analytical skills develop through studying artists and movements.

- Problem-solving is embedded through composition planning and iterative development.

Assessment and Feedback:

- Formative assessment takes place through questioning, sketchbook checks and discussion.
- Feedback guides refinement and identifies next steps.
- Summative assessment values both process and final outcomes.

Support and Adaptation:

- Teaching is adapted to ensure all students, including those with SEND, can access the curriculum.
- Scaffolds such as templates or step-by-step guides reduce cognitive load.
- As students become secure, scaffolds are removed to promote independence.

Technology and Resources:

- Digital tools are used where appropriate to develop photography or digital art skills.
- High-quality resources support creativity and adaptation ensures accessibility.

Professional Development:

- Teachers engage in ongoing learning, exploring new materials and research-informed approaches.
- Department time prioritises sequencing, sharing exemplar work and monitoring progress.

Curriculum Map: Years 7–11

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 7	Intro to Art & Formal Elements	Colour Theory & Painting	Observational Drawing	Printmaking	Sculpture Basics	Artist Study & Final Piece
Yr 8	Drawing Development	Portraiture	Mixed Media	3D Sculpture	Cultural Art Studies	Personal Response Project
Yr 9	Advanced Drawing	Painting Techniques	Printmaking 2	Conceptual Art	Digital Art	GCSE-style Project
Yr 10	GCSE Project 1	Artist Research	Development & Experimentation	Refinement	Final Outcome	Portfolio Work
Yr 11	GCSE Project 2	Exam Preparation	Development	Refinement	10-hour Exam	Portfolio Completion

Assessment Overview

Assessment in Art focuses on both the creative process and the final outcomes. Students are assessed on research, experimentation, development of ideas, use of materials, and the ability to evaluate and refine their work. Assessment is continuous and informs planning, ensuring students make strong progress in skill, creativity, and independence.

Formative Assessment:

- Ongoing feedback through verbal discussion, sketchbook checks, and observation
- Retrieval activities to revisit key skills and techniques.
- Regular milestone checks to guide next steps.

Summative Assessment:

- Judged against clear criteria for skill, creativity, contextual understanding, and presentation.
- End-of-unit outcomes reflecting both process and final piece.
- GCSE-style marking applied from Year 9 onwards.

Pupil Reflection:

- Pupils annotate sketchbooks to explain intentions, choices, and refinements.
- Self and peer assessment used to build confidence and critical awareness.

SEND and Inclusion:

- Adapted criteria used where appropriate.
- Focus on progress from starting point and independence development.

GCSE Assessment Grid (AOs)

Assessment Objective	Description	Weighting
AO1	Develop ideas through investigations informed by artists and contextual sources.	25%
AO2	Refine work by exploring media, techniques and processes.	25%
AO3	Record ideas, observations and insights in visual/formal ways.	25%
AO4	Present a personal and meaningful final response.	25%

GCSE Band Descriptors

Band	Descriptor
Band 1 (1–3)	Limited ability to develop ideas; minimal experimentation; recording lacks accuracy; final outcomes are incomplete or lack coherence.
Band 2 (4–5)	Some ability to develop ideas with partial relevance; experimentation is inconsistent; recording shows some skill; outcomes show developing control and intention.

Band 3 (6–7)	Secure development of ideas informed by relevant sources; confident refinement of materials; recording is accurate and coherent; outcomes are meaningful and well-realised.
Band 4 (8–9)	Highly developed, creative and personal investigations; skillful and thoughtful refinement; exceptional recording; outcomes are highly resolved, original and confident.