



## Curriculum Progress Plan 2021/2022

### ART AND DESIGN

| Year one                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                            |
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|                                                                   | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer term                                                                                                                                                                                |
| Topic Titles                                                      | 3D Dimensional Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Textiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Graphic Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Fine Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Photography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Portfolio                                                                                                                                                                                  |
| Objectives<br>(The things we want the pupils to make progress in) | Students should create visual meaning through three-dimensional art by expressing functional and/or decorative responses to a starting point, brief, scenario or stimulus. Where possible, Students should be encouraged to explore a range of available techniques and processes such as traditional approaches, use of ICT etc. Students should show an understanding of working practices, techniques such as building, constructing, coiling, slabbing, modelling, and an understanding of role, function and location.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students should demonstrate an expressive, decorative or functional response through the use of fabrics, dyes and fibres. Where possible, Students should be encouraged to explore a range of available techniques and processes such as traditional approaches, use of ICT, laser cutters, etc. Students are required to demonstrate an understanding of techniques, working practices and genres (such as figurative, abstract, symbolic, role and function) appropriate to their chosen specialism below.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students should demonstrate the communication of visual meaning through images in response to specific tasks. This may involve working to a brief, issue or concept for function or problem solving. Students should demonstrate a personal response in their work, appropriate for the given task or stimuli, from these activities. Illustration: Students should demonstrate how the creation of imagery can enhance and re-interpret text. Students should produce solutions that communicate the role and context of text to a defined audience. The design context may include, for example,                                                                                                                                 | Students should demonstrate their skills in the exploration of experimental, imaginative and creative ways of working through their response to a chosen starting point, scenario or stimulus. A variety of processes and techniques can be explored when using differing approaches to making images and/or objects.<br>A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed - Painting, Drawing, Printmaking, Sculpture, photography                                  | Students should demonstrate an expressive and/or interpretative artistic response to the visual world. They should show understanding of conventions and genres such as portrait, landscape and movement, and a range of techniques appropriate to the chosen specialism of photography.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed. |
| EXTENSION<br>Key Stage 4<br>(GCSE 7-9)                            | Ceramics: Students should show understanding of the processes involved in making, drying, firing, decorating and glazing. Students working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.<br>Theatre design: Students should demonstrate the use of design for performance through areas such as costume, set design and lighting. Students could demonstrate this context through a brief which may be self-initiated and could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.<br>Product design: Students should demonstrate how they can problem-solve by designing or creating products which have a decorative or functional role. Students should work with a range of materials such as clay, wood, metal, plastic and glass. Students could demonstrate how the design process | Fashion: Students should show how fabric and fibres are used in a fashion context by demonstrating the use of a range of processes such as fashion design and garment making, fabric construction, body adornment, accessories and surface decoration.<br>Printed and/or dyed: Students should show an understanding of a variety of different media, such as commercial fabric paints and crayons, fabric printing, inks and application methods. Students for the printed application are expected to demonstrate a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Students for the dyed application should demonstrate a range of processes such as batik, silk painting and 'tie and dye'. Students should be familiar with various methods of application including dipping, spraying and tie dying.<br>Constructed:<br>Students should demonstrate an understanding of either natural or synthetic yarns, and how they can be employed through stitching, knotting and looping. Students could experiment with alternative media including plastic, paper and wire mesh and investigate the properties of these by | Students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Students will be required to demonstrate skills in:<br>☐ visual analysis, mark making, experimenting with media, illustrating, planning, exploring letter shape and form, documenting, sequencing.<br>Work by Students should show the relationship between preparatory work, research and their final outcome(s), through the use of processes and media chosen, such as:<br>☐ typography, calligraphy, computer generated typefaces, printing<br>☐ photography, digital manipulation of imagery, film, video, animation<br>☐ painting and drawing applications<br>☐ printmaking. | Painting: Students should explore the use of tone, colour, composition, materials and context. Students can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.<br>Drawing: Students should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials. | Students should demonstrate their command of the production of still images and moving images through the lens-based approach. Students should demonstrate an understanding and control of any equipment used in order to create personal work. They could use a range of methods, techniques and processes such as developing and printing films, the use of camera equipment, digital technology and alternative processes. Students should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be added to the visual image. A range of methods, resources, techniques and processes, such as story boards, scripts, animation, slideshows, digital editing, presentations, PowerPoint (or similar), lasers, CD-ROMs and interactive websites may be used | Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed. |

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| PLATINUM<br>Key Stage 4<br>(GCSE 5-6) | <p>Ceramics: Students should show understanding of the processes involved in making, drying, firing, decorating and glazing. Students working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.</p> <p>Theatre design: Students should demonstrate the use of design for performance through areas such as costume, set design and lighting. Students could demonstrate this context through a brief which may be self-initiated and could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.</p> <p>Product design: Students should demonstrate how they can problem-solve by designing or creating products which have a decorative or functional role. Students should work with a range of materials such as clay, wood, metal, plastic and glass. Students could demonstrate how the design process</p> | <p>Fashion: Students should show how fabric and fibres are used in a fashion context by demonstrating the use of a range of processes such as fashion design and garment making, fabric construction, body adornment, accessories and surface decoration.</p> <p>Printed and/or dyed: Students should show an understanding of a variety of different media, such as commercial fabric paints and crayons, fabric printing, inks and application methods. Students for the printed application are expected to demonstrate a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Students for the dyed application should demonstrate a range of processes such as batik, silk painting and ‘tie and dye’. Students should be familiar with various methods of application including dipping, spraying and tie dying.</p> <p>Constructed: Students should demonstrate an understanding of either natural or synthetic yarns, and how they can be employed through stitching, knotting and looping. Students could experiment with alternative media including plastic, paper and wire mesh and investigate the properties of these by</p> | <p>Students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Students will be required to demonstrate skills in:</p> <p>☑ visual analysis, mark making, experimenting with media, illustrating, planning, exploring letter shape and form, documenting, sequencing.</p> <p>Work by Students should show the relationship between preparatory work, research and their final outcome(s), through the use of processes and media chosen, such as:</p> <p>☑ typography, calligraphy, computer generated typefaces, printing</p> <p>☑ photography, digital manipulation of imagery, film, video, animation</p> <p>☑ painting and drawing applications</p> <p>☑ printmaking.</p> | <p>Painting: Students should explore the use of tone, colour, composition, materials and context. Students can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.</p> <p>Drawing: Students should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.</p> | <p>Students should demonstrate their command of the production of still images and moving images through the lens-based approach. Students should demonstrate an understanding and control of any equipment used in order to create personal work. They could use a range of methods, techniques and processes such as developing and printing films, the use of camera equipment, digital technology and alternative processes. Students should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be added to the visual image. A range of methods, resources, techniques and processes, such as story boards, scripts, animation, slideshows, digital editing, presentations, PowerPoint (or similar), lasers, CD-ROMs and interactive websites may be used</p> | <p>Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed.</p> |
| GOLD<br>Key Stage 4<br>(GCSE 3-4)     | <p>Ceramics: Students should show understanding of the processes involved in making, drying, firing, decorating and glazing. Students working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.</p> <p>Theatre design: Students should demonstrate the use of design for performance through areas such as costume, set design and lighting. Students could demonstrate this context through a brief which may be self-initiated and could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.</p> <p>Product design: Students should demonstrate how they can problem-solve by designing or creating products which have a decorative or functional role. Students should work with a range of materials such as clay, wood, metal, plastic and glass. Students could demonstrate how the design process</p> | <p>Fashion: Students should show how fabric and fibres are used in a fashion context by demonstrating the use of a range of processes such as fashion design and garment making, fabric construction, body adornment, accessories and surface decoration.</p> <p>Printed and/or dyed: Students should show an understanding of a variety of different media, such as commercial fabric paints and crayons, fabric printing, inks and application methods. Students for the printed application are expected to demonstrate a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Students for the dyed application should demonstrate a range of processes such as batik, silk painting and ‘tie and dye’. Students should be familiar with various methods of application including dipping, spraying and tie dying.</p> <p>Constructed: Students should demonstrate an understanding of either natural or synthetic yarns, and how they can be employed through stitching, knotting and looping. Students could experiment with alternative media including plastic, paper and wire mesh and investigate the properties of these by</p> | <p>Students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Students will be required to demonstrate skills in:</p> <p>☑ visual analysis, mark making, experimenting with media, illustrating, planning, exploring letter shape and form, documenting, sequencing.</p> <p>Work by Students should show the relationship between preparatory work, research and their final outcome(s), through the use of processes and media chosen, such as:</p> <p>☑ typography, calligraphy, computer generated typefaces, printing</p> <p>☑ photography, digital manipulation of imagery, film, video, animation</p> <p>☑ painting and drawing applications</p> <p>☑ printmaking.</p> | <p>Painting: Students should explore the use of tone, colour, composition, materials and context. Students can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.</p> <p>Drawing: Students should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.</p> | <p>Students should demonstrate their command of the production of still images and moving images through the lens-based approach. Students should demonstrate an understanding and control of any equipment used in order to create personal work. They could use a range of methods, techniques and processes such as developing and printing films, the use of camera equipment, digital technology and alternative processes. Students should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be added to the visual image. A range of methods, resources, techniques and processes, such as story boards, scripts, animation, slideshows, digital editing, presentations, PowerPoint (or similar), lasers, CD-ROMs and interactive websites may be used</p> | <p>Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed.</p> |

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| Silver<br>Key Stage 3<br>(GCSE 1-2)      | <p>Ceramics: Students should show understanding of the processes involved in making, drying, firing, decorating and glazing. Students working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.</p> <p>Theatre design: Students should demonstrate the use of design for performance through areas such as costume, set design and lighting. Students could demonstrate this context through a brief which may be self-initiated and could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.</p> <p>Product design: Students should demonstrate how they can problem-solve by designing or creating products which have a decorative or functional role. Students should work with a range of materials such as clay, wood, metal, plastic and glass. Students could demonstrate how the design process</p> | <p>Fashion: Students should show how fabric and fibres are used in a fashion context by demonstrating the use of a range of processes such as fashion design and garment making, fabric construction, body adornment, accessories and surface decoration.</p> <p>Printed and/or dyed: Students should show an understanding of a variety of different media, such as commercial fabric paints and crayons, fabric printing, inks and application methods. Students for the printed application are expected to demonstrate a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Students for the dyed application should demonstrate a range of processes such as batik, silk painting and ‘tie and dye’. Students should be familiar with various methods of application including dipping, spraying and tie dying.</p> <p>Constructed: Students should demonstrate an understanding of either natural or synthetic yarns, and how they can be employed through stitching, knotting and looping. Students could experiment with alternative media including plastic, paper and wire mesh and investigate the properties of these by</p> | <p>Students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Students will be required to demonstrate skills in:</p> <p>☑ visual analysis, mark making, experimenting with media, illustrating, planning, exploring letter shape and form, documenting, sequencing.</p> <p>Work by Students should show the relationship between preparatory work, research and their final outcome(s), through the use of processes and media chosen, such as:</p> <p>☑ typography, calligraphy, computer generated typefaces, printing</p> <p>☑ photography, digital manipulation of imagery, film, video, animation</p> <p>☑ painting and drawing applications</p> <p>☑ printmaking.</p> | <p>Painting: Students should explore the use of tone, colour, composition, materials and context. Students can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.</p> <p>Drawing: Students should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.</p> | <p>Students should demonstrate their command of the production of still images and moving images through the lens-based approach. Students should demonstrate an understanding and control of any equipment used in order to create personal work. They could use a range of methods, techniques and processes such as developing and printing films, the use of camera equipment, digital technology and alternative processes. Students should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be added to the visual image. A range of methods, resources, techniques and processes, such as story boards, scripts, animation, slideshows, digital editing, presentations, PowerPoint (or similar), lasers, CD-ROMs and interactive websites may be used</p> | <p>Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed.</p> |
| Bronze<br>Key Stage 3<br>(Entry Level 3) | <p>Ceramics: Students should show understanding of the processes involved in making, drying, firing, decorating and glazing. Students working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.</p> <p>Theatre design: Students should demonstrate the use of design for performance through areas such as costume, set design and lighting. Students could demonstrate this context through a brief which may be self-initiated and could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.</p> <p>Product design: Students should demonstrate how they can problem-solve by designing or creating products which have a decorative or functional role. Students should work with a range of materials such as clay, wood, metal, plastic and glass. Students could demonstrate how the design process</p> | <p>Fashion: Students should show how fabric and fibres are used in a fashion context by demonstrating the use of a range of processes such as fashion design and garment making, fabric construction, body adornment, accessories and surface decoration.</p> <p>Printed and/or dyed: Students should show an understanding of a variety of different media, such as commercial fabric paints and crayons, fabric printing, inks and application methods. Students for the printed application are expected to demonstrate a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Students for the dyed application should demonstrate a range of processes such as batik, silk painting and ‘tie and dye’. Students should be familiar with various methods of application including dipping, spraying and tie dying.</p> <p>Constructed: Students should demonstrate an understanding of either natural or synthetic yarns, and how they can be employed through stitching, knotting and looping. Students could experiment with alternative media including plastic, paper and wire mesh and investigate the properties of these by</p> | <p>Students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Students will be required to demonstrate skills in:</p> <p>☑ visual analysis, mark making, experimenting with media, illustrating, planning, exploring letter shape and form, documenting, sequencing.</p> <p>Work by Students should show the relationship between preparatory work, research and their final outcome(s), through the use of processes and media chosen, such as:</p> <p>☑ typography, calligraphy, computer generated typefaces, printing</p> <p>☑ photography, digital manipulation of imagery, film, video, animation</p> <p>☑ painting and drawing applications</p> <p>☑ printmaking.</p> | <p>Painting: Students should explore the use of tone, colour, composition, materials and context. Students can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.</p> <p>Drawing: Students should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.</p> | <p>Students should demonstrate their command of the production of still images and moving images through the lens-based approach. Students should demonstrate an understanding and control of any equipment used in order to create personal work. They could use a range of methods, techniques and processes such as developing and printing films, the use of camera equipment, digital technology and alternative processes. Students should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be added to the visual image. A range of methods, resources, techniques and processes, such as story boards, scripts, animation, slideshows, digital editing, presentations, PowerPoint (or similar), lasers, CD-ROMs and interactive websites may be used</p> | <p>Students should design, plan and create a portfolio which A personal response should be demonstrated in their work, appropriate for the given task or stimuli, from the activities listed.</p> |