



## Curriculum Progress Plan 2022/2023

## ART AND DESIGN

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



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

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