love the journey

Curriculum Implementation 2026-27

Secondary

LCA Strand	Expressive Arts
Subject	**Art**
Key Stage	**Key Stage 4 (Chapter 10-11)**

What are the key concepts taught?	**CP1 PORTFOLIO 60%** **ESA2 EXTERNALLY SET ASSIGNMENT 40%** All of the lessons at KS4 relate to the concepts and skills of: **Critical and Contextual Studies** Developing ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical ad critical understanding **Creative Making and Thinking** Exploring and selecting appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. **Reflective Recording** Recording ideas, observations and insights relevant to intentions, reflecting critically on work and progress. **Personal Presentation.** Presenting a personal and meaningful response that realises intentions and makes connections between visual and other elements. Implementation of the formal elements • Drawing and Mark making • Accidental mark making • Multimedia • Collage • Textiles • Painting • Composition • Perspective • Photography • 3D Construction • Sculpture • Printmaking

	• Stencil and spray paint

What is the sequencing of units?	Workshops will run from September to February of year 10 and will cover each of the formal elements, experimenting with a wide range of media. Pupils will build on their prior learning in KS3 and continue to develop their experimentation and creativity in Art and Design. The GCSE workshops have been sequenced to transition from KS3 and build upon prior learning in the formal elements. Pupils will revisit and build upon the skills learnt in the units Ch 7 – 9 as the course progresses. In February of Ch 10 pupils will then begin their personal research project. Fifteen starting points will be given, in the form of photographs, words and design statements. Pupils will develop their sketchbook investigative work, A1 research boards and standalone pieces in response to the starting point they choose. This portfolio work will be submitted in January of Ch 11. The ESA will be started in January of Ch 11 following the same investigative process of research with the four assessment objectives of **Critical and Contextual Studies, Creative Making and Thinking, Reflective Recording and Personal Presentation.** The pupils will again be able to choose from 15 broad starting points and develop work from artists and media of their individual choice. The final piece to this assignment will be completed in a 10-hour exam across 2 days ○ ESA will be submitted in May

How do we encourage pupils to see the links between different units and concepts?	Pupils develop skills and use of the Formal Elements through the assessment objectives set by the exam board. Skills in Critical and Contextual Studies, Creative Making and Thinking, Recording and Reviewing, and Personal Presentation are established at KS3. In all workshop's pupils start their creative process by studying the work of others and the world around them. The skills explored in the workshops will then be used and developed throughout their portfolio and ESA. Pupils will be encouraged to use the visual examples across the department. Exam board mark schemes have been converted into a detailed booklet, in pupil speak which breaks down each task and shows visual examples of the work. Teachers will use the exam board mark scheme to complete midterm portfolio reviews and support pupil's refinement and progression of work.

What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	. Pupils develop skills and use of the Formal Elements through the assessment objectives set by the exam board. Skills in Critical and Contextual Studies, Creative Making and Thinking, Recording and Reviewing, and Personal Presentation are established at KS3. In all workshop's pupils start their creative process by studying the work of others and the world around them. The skills explored in the workshops will then be used and developed throughout their portfolio and ESA. Pupils will be encouraged to use the visual examples across the department. Exam board mark schemes have been converted into a detailed

	booklet, in pupil speak which breaks down each task and shows visual examples of the work. Teachers will use the exam board mark scheme to complete midterm portfolio reviews and support pupil's refinement and progression of work.

What are the planned opportunities for retrieval and reflection by pupils?	Pupils receive live verbal feedback from their teachers and peers whilst lessons are taking place. Pupils have overview booklets in which teachers and pupils can document self-assessment, notes and drafting written analysis. CWA grades and TG are discussed on an ongoing basis. Progress Point assessments. Links to prior learning. Skill and muscle memory. terminology is listed at the start of each unit and are re-visited as pupils progress through each unit. Dialogic Teaching Refinement and reflection throughout various assessment strategies across the Portfolio and ESA Students will provide workshops for younger students in areas they have developed and also work with KS5 students and visiting practitioners to review and refine practise.

What are the opportunities for feed forward by the teacher post assessment outcomes?	Teachers and students continually review and reflect through assessments, data, progress points, midterm reviews and mock exams. Pupils continually analyse and review their work in sketchbooks and set themselves targets for development. As all portfolio projects are individual teacher feedback is personalised and recorded on individual pieces of wok and in the overview booklets. Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.

What are the planned opportunities for developing Reading?	Critical and conceptual studies are a vital part of every unit. Students are expected to develop their critical review work as they develop through their portfolio and ESA with a particular emphasis on their opinions about the work studied. Critical studies support sheets. Scaffolding sheets for art analysis. Art specific literacy sheets. Examples of critical studies and analysis on display across the department.

What are the planned opportunities for developing	**Literacy:** Correct spelling of subject-specific terminology and vocabulary throughout sketchbook annotation, statements of intent

literacy, numeracy, oracy and SMSC?	**Numeracy:** Composition, gridding /scaling, estimating, symmetry, repetition, perspective and pattern cutting develop numeracy. **Oracy:** Pupils are encouraged to discuss the art work they study with their peers and in their teacher. In CH 10 students have to give a presentation about their favoured art styles and present a community project to their peers. In CH 11 continuously reviewing the work of their peers and giving feedback for refinement and developments. **SMSC:** Knowledge of a wide range of diverse artists and cultures. Multiple opportunities to study society/community values and use as starting points for their work.