

Subject Vision



Willingdon
COMMUNITY SCHOOL

CURRICULUM BOOKLET

ART

Observe, Develop, Create

Curriculum intent

At Willingdon Community School, our curriculum is designed to spark creativity, curiosity, and confidence. We believe every student deserves a broad and balanced learning journey that is both personalised and challenging, building on the foundations laid in primary school while opening doors to new ideas and possibilities.

Our aim is to nurture curious thinkers, confident makers, and passionate learners. Through a rich blend of knowledge, practical skills, and creative exploration, students develop the tools they need not only to achieve their very best, but also to find joy in the process of learning itself.

Subject Vision

At Willingdon, creativity is at the heart of everything we do. Art is about more than just making, it's about seeing, exploring, experimenting, and discovering new ways to express ideas. Through this process, students gain the confidence and skills to embrace both traditional techniques and emerging technologies, preparing them for futures in the creative industries and enriching their lives with the power of visual expression.

Our curriculum nurtures curiosity and independence. We encourage students to observe closely, think critically, take responsibility for their learning, and develop the resilience to problem solve and adapt in an ever-changing world. Art also offers a unique space for mindfulness and wellbeing, helping students to reflect, question, and respond thoughtfully to the society and culture around them.

Above all, Art at Willingdon is about belonging. It is a shared cultural experience that celebrates diversity, inclusion, and individuality. We aim to inspire a new generation of aspirational, independent thinkers and makers, with young people ready to use creativity as a force for change.

Key Concepts in Art at KS3



In KS3, students embark on an exciting creative journey that introduces them to a wide range of themes, materials, and processes. Since every child arrives with different experiences of Art from primary school, we begin by strengthening the foundations and developing core drawing and observational skills in Year 7. From there, students progress to 3D making in Year 8, before moving into more complex studies such as portraiture and advanced observation in Year 9.

Throughout KS3 and KS4, projects are shaped around the four key principles of GCSE Art and Design, ensuring a smooth and confident progression into higher-level work:

1. Contextual Research

Students are inspired by a diverse range of artists, designers, and craftspeople, both past and present. These influences help shape and enrich their own creative journeys.

2. Materials and Processes

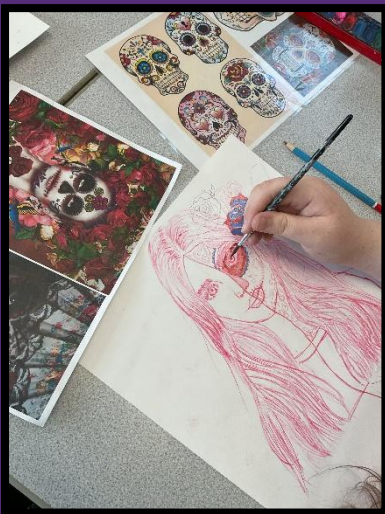
We encourage bold exploration of a variety of media including drawing, painting, mixed media, printmaking, collage, and 3D materials, giving students the freedom to experiment and discover their personal strengths.

3. Drawing and Recording

Observation is at the heart of artistic practice. Students develop skills in both visual and written recording, learning how to analyse artwork with confidence using specialist vocabulary, while also cultivating independent thinking.

4. Personal Response

The journey culminates in an individual, sustained outcome, a final piece that reflects each student's personal ideas, research, and creative growth. These works showcase the knowledge, techniques, and imagination they have built throughout their projects.



Programme of Study

Key Stage 3

Teaching

At KS3, every student takes part in Art, with one lesson each week dedicated to developing new skills, techniques, and creative ideas. Each termly project builds towards a sustained final piece, giving students the chance to bring together everything they have learned. Along the way, students complete a self-assessment worksheet, reflecting on their progress before receiving teacher feedback to help them grow with confidence.

Homework is set three times per project, with a larger research task midway through the unit. These tasks may include collecting images, exploring the work of artists and designers, or visiting gallery websites to complete creative challenges and activities. Each task is designed to extend learning beyond the classroom and encourage independent exploration.

Throughout the project, students create individual outcomes at different stages, often working on cartridge paper. Their work is stored in a personalised portfolio wallet, which builds into a rich body of work over the course of the year.

In school, students have access to a wide range of painting, printing, and sculpture equipment. However, we ask that every student brings a pencil to each lesson. To get the very best from their Art journey, we also recommend they keep a few simple tools at home, such as a drawing pencil, a small watercolour set, and a fine brush, so they can continue experimenting and developing their skills independently.



Learning

Year 7

Students explore the 3 main disciplines: painting, printmaking, and sculpture.

- *Painting*: Visual Elements & Colour Theory (block painting)
- *Printmaking*: Natural Environment (mono printing)
- *Sculpture*: Masks of the World (cardboard relief)

Focus: Visual Language, Ethics & Values, World Culture

Artists of the Week include Keith Haring, Yayoi Kusama, Michael Craig-Martin, Henri Matisse.

Year 8

Students refine their techniques across painting, printmaking, and sculpture.

- *Painting*: Animal Portraits (ready-mixed paint)
- *Printmaking*: Words Have Power (dry brush stencilling)
- *Sculpture*: World Food (air-dry clay)

Focus: Visual Language, Ethics & Values, World Culture

Artists of the Week include Carolee Clark, Kehinde Wiley, Dean Russo, Andy Warhol.

Year 9

Students tackle more advanced projects across the 3 disciplines.

- *Painting*: Day of the Dead (watercolour)
- *Printmaking*: Animal Welfare (polyboard printing)
- *Sculpture*: Typography (3D cardboard construction)

Focus: Visual Language, Ethics & Values, World Culture

Artists of the Week include Sylvia Ji, David

Assessment Plan for Key Stage 3



Students are assessed throughout the year using the GCSE Art and Design Assessment Principles, helping them build confidence with the language, skills, and structure of assessments long before they begin their GCSE course.

At the start of each year and every new project, students are given the assessment criteria so they know exactly what is expected and how their work will be marked. To support this, teachers regularly share examples of student work, giving clear inspiration and guidance.

Our assessment is based around four key Assessment Objectives (AOs):

AO1: Contextual Research

Exploring the work of historical and contemporary artists, designers, and craftspeople to inspire and shape new ideas.

AO2: Materials and Techniques

Experimenting with a wide range of media and processes, such as painting, printing, collage, photography, and 3D materials to refine and develop creative outcomes.

AO3: Drawing and Recording Ideas

Using different drawing and recording methods (pencil, pen, paint, print, card sculpture, clay) to visually communicate observations and ideas.

AO4: Sustained Final Response

Bringing together research, experimentation, and ideas into a personal, resolved final piece that showcases individuality, creativity, and skill.

Programme of Study

Key Stage 4

GCSE Art & Design Course

The GCSE Art and Design course is made up of 60% coursework and 40% exam. From the moment students begin in Year 10, every piece of work they create contributes to their coursework portfolio. Over the two years, students complete two major projects:

- Year 10 – Natural Forms
- Year 11 – Identity

The exam project is set by the Pearson exam board and released each January. Students then have until May to develop a sketchbook exploring their chosen theme, before producing their final piece in a two-day practical exam. Unlike many other subjects, there is no written paper, assessment is entirely practical, focusing on creativity and making.

All coursework and exam work is presented in sketchbooks, with final outcomes submitted separately.

To support their studies, students can purchase an Art Pack (via ParentPay) containing an A3 folder, paints, brushes, pencils, and specialist tools for the two-year course. The folder is especially useful for protecting sketchbooks and finished work.

Homework is an essential part of the course and is set weekly via Edulink. Students are expected to spend around two hours each week developing their portfolios through set tasks and independent work. To give them extra opportunities, the Art rooms are also open at lunchtimes three times a week.

Assessment is based on the four key GCSE Assessment Objectives (AOs):

AO1: Developing Ideas

Through investigations, demonstrating critical understanding of sources.

AO2: Refining Work

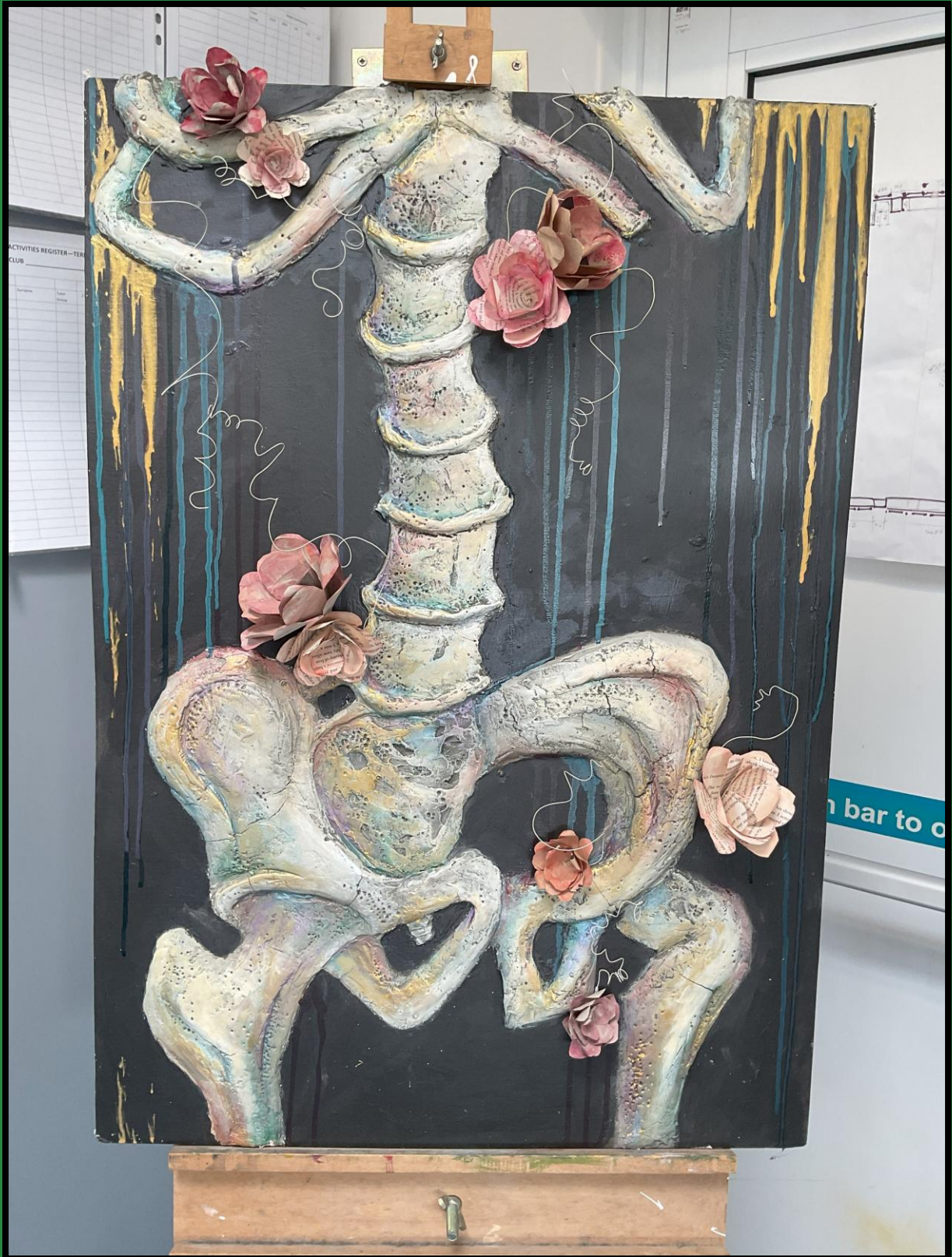
By exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Recording ideas

Observations and insights relevant to intentions as work progresses.

AO4: Presenting a Personal Response

Meaningful response that realises intentions and demonstrates understanding of visual language.



Assessment Plan for Key Stage 4



KS4 Assessment

In KS4, students are assessed twice per term, with fortnightly one-to-one tutorials.

Each assessment links directly to the four GCSE Assessment Objectives (AOs), ensuring students build confidence and fluency in the skills required for success:

AO1: Contextual Research

Students produce sustained written and visual research, developing ideas inspired by relevant artists, craftspeople, and designers.

AO2: Materials and Techniques

Students explore a wide variety of media, including drawing, painting, mixed media, printmaking, collage, photography, and 3D processes to communicate and refine their creative ideas.

AO3: Drawing and Recording

Through sustained drawing and recording tasks, students demonstrate their skills in observation, composition, shading, and tone, creating depth and accuracy in their work.

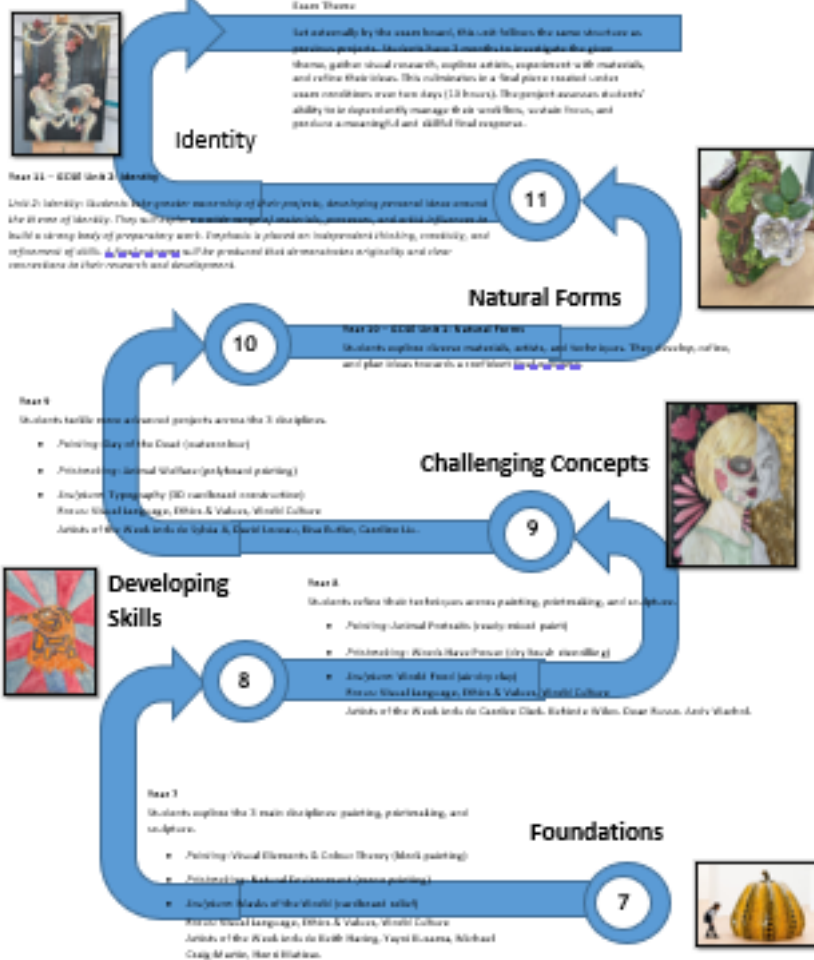
AO4: Personal Final Response

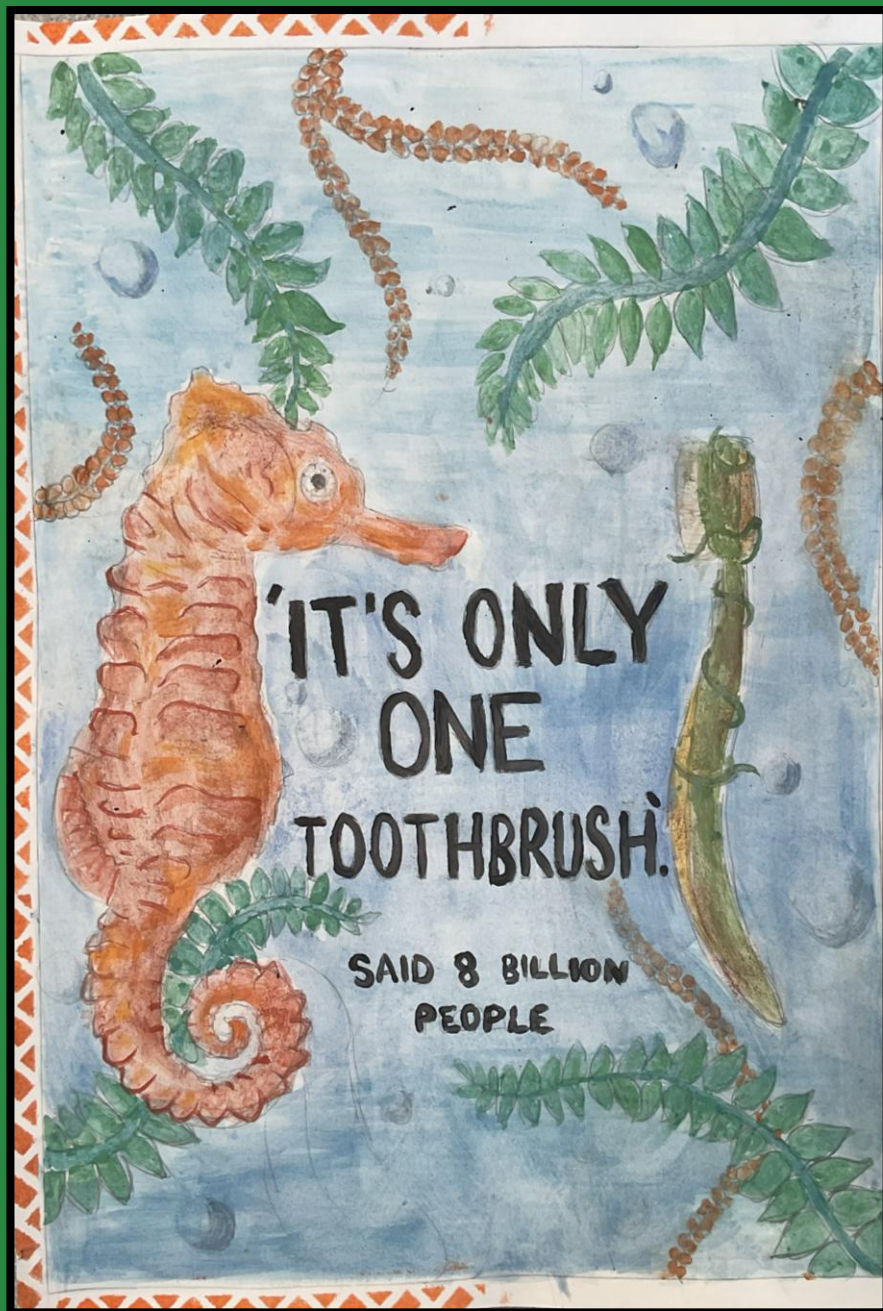
Each project concludes with a personal outcome, a resolved, often large-scale piece on board or canvas. Students are encouraged to be ambitious, combining different skills and techniques such as mixed media, card, or wood relief to showcase their creativity.

As part of this process, students become familiar with the AQA grading criteria. Teachers use this framework to clearly communicate what is needed for improvement, and students are regularly shown examples of previous work to help them understand standards, expectations, and grade boundaries.

Art and Design Learning Journey

GCSE Examination Project





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Literacy in Art

In every art project, students are introduced to **key vocabulary** that helps them discuss their own work, the work of their peers, and that of artists and designers. These terms are displayed around the art room, making them a constant part of learning.

Core words include:

Tone, shading, contrast, mark-making, texture, surface, shape, form, 3-dimensional, blending, complementary colours, harmonious colours, composition, and proportion.

By using this shared language, students grow in confidence when talking about their creative process and artistic outcomes.



SMSC in Art

Art at Willingdon also contributes to the wider personal development of every student:

Spiritual Development – Students participate in making and evaluating art from other countries, learning to appreciate perspectives and traditions from across the world.

Moral Development – Students develop confidence, independence, and creativity through experimenting with techniques and approaches from different cultures.

Social Development – Students learn to express their thoughts and feelings through **peer and self-evaluation**, building respect and communication skills.

Cultural Development – Students explore how cultural differences influence design and making, broadening their understanding of the world around them.

Careers

Studying Art at GCSE provides an excellent foundation for further study, with pathways into a wide range of **A-Level and BTEC courses**, including:

- Art and Design
- Fine Art
- Ceramics
- Graphics
- Textiles
- Product Design
- Photography
- Fashion

Parents can help students by:

Parents play an important role in supporting their child's creative journey. You can help by:

- Encouraging your child to think about the world around them and the role of the creative industries in daily life.
- Visiting **local galleries and exhibitions** to experience art first-hand.
- Discuss your child's GCSE Art sketchbook with them on a regular basis.

British Values in Art

The Art curriculum encourages students to consider what messages artworks may be trying to communicate. They research how artists from a range of cultures respond to universal themes, helping them to understand and respect different viewpoints. Students also study the personal, political, social, and historical contexts that shaped the work of artists across history.



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