



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Art
Curriculum Overview
**Hazel Wood
High School**



Our Curriculum Content:

Our Art curriculum allows young people to reach their full creative potential and to encourage them to realise their own uniqueness in a community, so that they can learn from and contribute to society. Our Art curriculum aims to foster confidence and enjoyment in making art through the development of skills, understanding and imagination and to introduce a vocabulary so that they may be critically aware of their own work and to have the self-assurance to challenge the work of others. Art is the pathway to future qualifications and careers in Creative Arts.

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Basic Skills – The Visual Elements		Colour Theory/David Hockney Landscape Drawing		David Hockney Landscape Painting	
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to use a variety of drawing techniques to develop student’s observational skills, making them look in detail at the objects they are drawing. • Drawing without looking at the page, using the other hand, continuous line, negative space • Learn how to create a tonal ladder by varying pencil pressure. • How to create 2 and 3 Dimensional shapes. • Create patterns by repeating shapes. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Learn about the colour wheel including primary, secondary and tertiary colours. • Develop a basic understanding of how to mix colour using watercolours and poster paint. • How the artist David Hockney applies these skills to his own landscape artwork. • How to use the grid technique to develop accuracy and presentation skills. • Using colour pencils to demonstrate students understanding of colour. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to evaluate own artwork using a range of key words and terminology used in art. • How to use fine liners to add further detail in artwork. • How to use a variety of watercolour techniques to further develop students’ application. • How to combine materials together successfully by experimentation. 	
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that		All lessons, throughout the course, introduce key terminology at the start, to ensure that		All lessons, throughout the course, introduce key terminology at the start, to ensure that students	



	students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.			
Assessment	Throughout this unit, students will be assessed using the Art 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Art.					
Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Mexican Day of the Dead		Mexican Day of the Dead clay/Pop Art Designs		Pop Art 3D lettering	
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The cultural celebration of Day of the Dead. Understand how to use a variety of patterns and shapes effectively in design ideas. How to experiment with a range of materials such as coloured pencils, paint and fine liners. How to use knowledge and skills to work independently when creating own designs. How to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> Understand the health and safety rules when using clay and clay tools. Know how to use clay tools to create surface texture, patterns and shapes. How to make relief pieces to add to clay skull. Understand how other artist use visual elements in their own artwork. Understand the processes and techniques used in pop art. How to re-create a variety of pop art typography. How to apply knowledge and understanding to own artwork. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> Know how to develop practical skills by creating own ideas based on knowledge. How to further develop the use of art materials such as fine liner and coloured pencils by completing a range of activities. Use research and investigation processes to inform own ideas for a final idea. Understand the importance of experimenting with a range of materials. How to use different everyday materials to add texture to work. 	
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that		All lessons, throughout the course, introduce key terminology at the start, to ensure that		All lessons, throughout the course, introduce key terminology at the start, to ensure that students	



	students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.			
Assessment	Throughout this unit, students will be assessed using the Art 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Art.					
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Portrait Project		Portrait Project/Ian Murphy Architectural Project		Ian Murphy Architectural Project	
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> To know the difference between art styles. How Portraits are important in Art history, investigating how artists have used portraiture to tell stories about their history and identity. Understand the difference between realistic and abstract. Know how to draw accurately and in proportion, whereby they learn how to draw facial features. How to develop skills of visual elements in own responses of artist's work. How to use a range of materials such as magazine paper to create a collage response. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> Understand how to produce an outcome using research, investigation and experimentation work. To know how to evaluate own work which will develop critical thinking. To understand how to identify different art styles using a range of materials. Understand how Ian Murphy uses a range of materials to explore different textures. Understand how to use charcoal to add shading, tone and depth to artwork. Understand how to complete a series of observational drawings using charcoal. 		<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> Know how to Develop fine-line pen and pencil drawing skills. Understand how to experiment with mixed media and really push creative boundaries. Enhance skills in perspective drawing. Work on various individual pieces through exploring local architecture. How to study Manchester architecture and respond creatively using knowledge and skills taught. Use artist Ian murphy to inspire final design. Know how to confidently evaluate and annotate own work. 	



Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through termly homework and there is a full subject glossary at the back of every student's book.
Assessment	Throughout this unit, students will be assessed using the Art 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Art.		

Pearson BTEC Level 1/Level 2 Tech Award in Art and Design (2022)						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Narrative - Component 1 practice brief	Landmark - Component 1- (Mock exam)	Component 1 – Creative practice in art and design (Internal assessment 60)	Introduction to component 2	Recycle and Represent - Component 2 (Practice brief)	Recycle and Represent - Component 2 (Mock exam)
Key Knowledge and understanding that enables skill building.	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"> Understand how to research a range of artists that links to the brief and respond to their chosen artists. Know how to use this research to inform their own ideas linking it to the theme of the brief. Know how to experiment with a range of materials to show development of own ideas and designs. Have a clear understanding of annotation throughout their component including presentation of sketchbook and final piece. 			Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"> Understand the structure of component 2. Know how research the theme of the brief. 	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"> Understand how to apply skills and knowledge to own development 	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none"> Clearly understand each task. Know how to apply research to own experimentation



	<ul style="list-style-type: none"> • How to refine and develop ideas further to consider a range of possibilities. • Understand how to plan time given to complete component • Understand how to produce an outcome that represents and links to the brief. 	<ul style="list-style-type: none"> • Be able to work more independently • Manage time more effectively to finish each task within the time constraints. 	<ul style="list-style-type: none"> • Be able to produce work that is relevant to the theme and link to the brief. • Be able to complete all 4 tasks and successful present then in a digital format. 	<p>n using a variety of materials.</p> <ul style="list-style-type: none"> • Know how to develop own ideas and refine work. • Clearly annotate each piece of artwork. • Know how to present final piece and sketchbook work.
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student's book.</p>			
Assessment	<p>Students will receive verbal feedback in each lesson and learn to set individual improvement targets to encourage independence. They will have written feedback in their sketchbooks/project sheets. (Formative assessment)</p> <p>Students are expected to complete fortnightly Homework assessments, that test their increasing knowledge and skills.</p> <p>Students will complete a mock exam for component 1, students will be assessed internally against a brief's success criteria. For assessment, students will be provided with a client brief that they will respond to by producing an art or design final response. Students will work through a development stage, review their development process outlining their intentions and make a final response for the client. The development and final response will be presented in a portfolio.</p>	<p>Students will receive verbal feedback in each lesson and learn to set individual improvement targets to encourage independence. They will have written feedback in their sketchbooks/project sheets. (Formative assessment)</p> <p>Students are expected to complete fortnightly Homework assessments, that test their increasing knowledge and skills.</p> <p>Students will complete a mock exam for component 2, students will be assessed internally against a brief's success criteria. For assessment, students will be provided with a client brief that they will respond to by producing an art or design final response. Students will work through a development stage, review their development process outlining their intentions and make a final response for the client. The development and final response will be presented in a digital portfolio.</p>		



All work is internally assessed and a sample from this component is externally verified.
This component must be submitted as a complete package to the exam board by May 15th, 2025.

Pearson BTEC Level 1/Level 2 Tech Award in Art and Design (2022)

Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
Unit Title	Component 1 – Creative practice in art and design (Internal assessment 60)	Recycle and Represent - Component 2 (Practice brief)	Component 2 – Responding to a brief (External assessment 40% of final grade)		
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Research a range of artists that links to the brief/ respond to chosen artists. • Use research to inform their own ideas linking it to the 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Understand how to apply skills and knowledge to own development • Be able to produce work that is relevant to the theme and link to the brief. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Component 2 released in January 2025. • How to complete all 4 tasks for this component. Research appropriate artists and designers that links to the theme of the brief. Experiment with a variety of ideas using chosen artists as inspiration. Use appropriate and relevant art materials, processes and techniques in practical responses. • How to clearly communicate ideas generation through development of ideas. These must link to the theme of the brief. • How to refine ideas showing thorough development linking to the brief • How to clearly annotate and explain each step of the processes and techniques used. • Understand the importance of making an informative decision when producing a final piece for the brief. • Understand how to arrange, organise and present artwork on a PDF ready to be submitted to the examiner. 		



	<p>theme of the brief.</p> <ul style="list-style-type: none">• Experiment with a range of materials to show development of own ideas and designs.• Refine and develop ideas further to consider a range of possibilities.• Plan time given to complete component• Produce an outcome that represents and links to the brief.	<ul style="list-style-type: none">• Be able to complete all 4 tasks and successful present then in a digital format.	
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student's book.		
Assessment	Throughout this unit, students will be assessed internally against a brief's success criteria. Students will receive verbal feedback in each lesson and learn to set individual	Throughout this unit, students will be assessed internally against a brief's success criteria. Students are expected to complete fortnightly Homework assessments, that test their increasing knowledge and skills. All work from component 2 will be uploaded and submitted on BTEc online by May 15 th , 2025. This will be externally marked by the examiner.	



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	<p>improvement targets to encourage independence. They will have written feedback in their sketchbooks/project sheets. (Formative assessment) Students are expected to complete fortnightly Homework assessments, that test their increasing knowledge and skills. Students will receive verbal feedback in each lesson and learn to set individual improvement targets to encourage independence.</p>	
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