

**The Programme of Study for Art** is derived from the National Curriculum for Art in England, which provides a coherent and structured framework for the progression of scientific knowledge and skills from the Early Years Foundation Stage (EYFS) through to Key Stage 4 (KS4). It outlines a carefully sequenced body of knowledge and key concepts, ensuring continuity and progression across all key stages. Many of these concepts are revisited and developed in greater depth throughout the primary and secondary phases, supporting cumulative learning and mastery over time.

Art – PROGRAMME OF STUDY – KS4					
	Entry Level	Foundation Level	Foundation and Higher Level		Higher Level
<b>Prior learning:</b>	No prior learning required?  KS3?	Students have some understanding of techniques in art and design	Students have an understanding of a range of techniques to record their observations. Students are able to analyse and evaluate their own work and that of others		Silver Arts Award
<b>Year 10 &amp; 11</b>	EL1/2/3 OCR Renewing skills from KS2 and 3	Bronze Arts Award Level 1	GCSE Art & Design (linked to OCR & Edexcel Level 1 & 2)	Silver Arts Award Level 2	Gold Arts Award Level 3
	<b>Develop</b>				
<b>Taught Knowledge &amp; Skills</b>	Show knowledge and understanding of: <ul style="list-style-type: none"> <li>the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies, cultures and issues (determined at site level)</li> <li>other relevant sources researched by the learner</li> </ul>	Develop knowledge and skills related to the different arts, determined at site level	<ul style="list-style-type: none"> <li>Understanding of sources that inform their creative intentions</li> <li>Understanding of visual concepts</li> <li>Students must know and understand how sources inspire the development of ideas</li> <li>Gain knowledge of the work and approaches of artists, craftspeople from contemporary and/or historical contexts, periods, societies and cultures</li> <li>Understand the influence on art of contemporary and/or historical environments, situations or issues</li> <li>Understand different purposes, intentions and functions of art, craft and design in a variety of contexts (artists, concepts, contexts, societies, cultures, environments and situations to be determined at site level in response to site curriculum and individual student need)</li> </ul>	Develop knowledge and skills related to the different arts, determined at site level	Develop knowledge and skills related to the different arts, determined at site level
	<b>Refine</b>				

			<ul style="list-style-type: none"> <li>• Practical experience of working in 2D/3D in a range of media and materials including digital media</li> <li>• Understanding and application of techniques</li> <li>• Understand characteristics, properties and effects of using different media, materials, techniques and processes to illustrate intentions</li> </ul> <p>(Processes and techniques to be determined at site level)</p>		
	<b>Record</b>				
	<p>Develop knowledge of the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• tone</li> <li>• texture</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding of visual language</li> <li>• Use visual language to communicate personal ideas</li> <li>• Understand the formal elements – colour, line, form, tone, texture</li> </ul>		
	<b>Present</b>				
	Show knowledge and understanding of the characteristics, properties and effects of using different media,		<ul style="list-style-type: none"> <li>• Reflect critically upon their creative journey and its effectiveness</li> </ul>		

	materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative outcomes.		<ul style="list-style-type: none"> <li>Understand ways in which meanings, ideas and intentions can be communicated through visual and tactile language</li> </ul>		
	Develop				
	Develop ideas through investigations informed by selecting and analysing sources	<ul style="list-style-type: none"> <li>Think innovatively</li> <li>Explore ethical questions, respond to personal and social issues and develop stances and views</li> <li>Deepen insight and experience of cultural identities and come to recognise the importance of the arts to the culture and identity of a society</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas through investigations informed by selecting and critically analysing sources</li> <li>Demonstrate and ability to apply an understanding of relevant practices in the creative and cultural industries to their work</li> </ul>	<ul style="list-style-type: none"> <li>Think innovatively</li> <li>Explore ethical questions, respond to personal and social issues and develop stances and views</li> <li>Deepen insight and experience of cultural identities and come to recognise the importance of the arts to the culture and identity of a society</li> </ul>	<ul style="list-style-type: none"> <li>Think innovatively</li> <li>Explore ethical questions, respond to personal and social issues and develop stances and views</li> <li>Deepen insight and experience of cultural identities and come to recognise the importance of the arts to the culture and identity of a society</li> </ul>
	Refine				
	Refine ideas as work progresses through experimenting with media, materials,	Meet challenges positively and find imaginative solutions to problems	Refine ideas as work progresses through experimenting with media, materials, techniques and processes	Meet challenges positively and find imaginative solutions to problems	Meet challenges positively and find imaginative solutions to problems

	techniques and processes		<p>(Techniques and processes to be determined at site level)</p> <p>Students must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area of study such as:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Installation</li> <li>• Lens/Light-based media</li> <li>• Mixed media</li> <li>• Land art</li> <li>• Printing</li> <li>• Painting</li> <li>• Sculpture</li> </ul>		
	Record				
	<p>Record ideas, observations, insights and judgements, visually and where appropriate, use written annotation as work progresses Use visual language as appropriate to their own creative intentions through effective and safe use of:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul>	Develop and express their creativity	<p>Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</p> <p>Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Materials</li> <li>• Techniques</li> <li>• Processes</li> <li>• Technologies</li> <li>• Use drawing skills for different needs and purposes, appropriate to context</li> </ul>	Develop and express their creativity	Develop and express their creativity
	Present				

	Realise outcomes through the sustained application of the creative process.	Self-expression	<p>Realise personal intentions through the sustained application of the creative process drawn from at least two of the following processes:</p> <ul style="list-style-type: none"> <li>• Fine Art</li> <li>• Graphic communication</li> <li>• Textile design</li> <li>• 3D design</li> <li>• Photography</li> <li>• Critical and contextual studies</li> </ul> <p>Realise personal intentions through the sustained application of the creative process drawn from the following processes:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Installation</li> <li>• Lens/Light based media</li> <li>• Mixed media</li> <li>• Land art</li> <li>• Printing</li> <li>• Painting</li> <li>• Sculpture</li> </ul>	Self-expression	Self-expression
	Communication and working with others		Work cooperatively and communicate with others	<p>Work cooperatively and communicate with others</p> <p>Work with others showing initiative, dependability, leadership and enterprise</p>	<p>Work cooperatively and communicate with others</p> <p>Work with others showing initiative, dependability, leadership and enterprise</p>
<b>Subsequent Learning</b>	General qualification designed to enable learners to progress either directly to	Silver Arts Award GCSE Art & Design specifications	This qualification is designed to allow progression to AS and A Level Art and Design, and other Level 3 qualifications.	Gold Arts Award Support students to lead short activities for their	Support students to lead short activities for their parents/community to share their learning

	employment or to foundation level courses. The progress made by some learners during the course might be suitable to enable them to transfer to GCSE (9–1) Art and Design or vocational qualifications in Art and Design.	Support students to lead short activities for their parents/community to share their learning		parents/community to share their learning	
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