

Daffodil Grammar School for Girls

Curriculum Plan - Art & Design

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 1-2 periods weekly; KS4 GCSE Art & Design: 3 periods weekly.	Delivery model Studio-based lessons using sketchbooks, artist research, experimentation and final outcomes.	Grouping / pathway Mixed ability, with scaffolded technique-building and extension for confident practitioners.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Art & Design)

Art & Design at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop practical skills in drawing, painting, printmaking, 3D work and digital media.

Explore and understand the formal elements: line, tone, colour, texture, pattern, shape and form.

Learn to research, analyse and respond to a wide range of artists, designers and craftspeople from different cultures and time periods, including Muslim artists and those from diverse backgrounds.

Build the ability to record from observation, experiment with materials, and refine ideas over time.

Produce personal, meaningful outcomes that show creativity, imagination and an understanding of visual language.

Are well prepared for GCSE Art & Design, familiar with sketchbooks, artist research, refinement and presentation (AO1–AO4).

Reflect the school's Islamic ethos and British values, choosing subject matter and imagery in a way that is modest, respectful and culturally sensitive, while still providing a broad and balanced curriculum.

Time allocation:

KS3 (Years 7–9): 1–2 periods per week.

KS4 (Years 10–11): 3 periods per week for GCSE Art & Design.

Grouping: mixed ability throughout, with differentiation and stretch in lessons.

2. KS3 overview (Years 7–9)

Core principles

Across Key Stage 3, pupils will:

Develop technical skills (drawing, painting, printmaking, collage, 3D, digital).

Experience structured projects with clear outcomes as well as mini-experiments to encourage risk-taking and creativity.

Learn to use a sketchbook to:

Record observations and ideas.

Experiment with media and techniques.

Annotate work and reflect on processes.

Study a range of artists, designers and cultural traditions, with deliberate inclusion of Islamic art (geometry, calligraphy, architecture, pattern).

Year 7 – Foundations in Visual Language

Overall intent: Establish core skills in drawing and design; introduce the formal elements and how to use a sketchbook.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Autumn 1	Introduction to Art & Formal Elements	- Baseline drawing tasks (simple still life).- Introduction to line, shape, tone, texture, pattern.- Sketchbook set-up; basic mark-making exercises.	- Use a range of drawing pencils and mark-making techniques.- Begin to record from observation (simple objects).	Baseline assessment; formal elements worksheet and sketchbook pages.
Autumn 2	Colour & Still Life	- Colour theory: primary, secondary, tertiary, warm/cool, complementary.- Painting skills: mixing, brush control, flat and blended colour.- Simple still life painting from a set-up (e.g. everyday objects).	- Mix a wide range of colours accurately.- Paint with increasing control and confidence.	Painted still life assessed for use of colour and tonal variation.
Spring 1	Islamic Geometry & Pattern	- Study of Islamic geometric patterns (tiles, mosques, textiles).- Use of compasses, rulers and grids to construct patterns.- Development of a personal pattern design.	- Accurate use of tools (geometry in Art).- Understanding of symmetry, tessellation and pattern.	Pattern design final piece (2D); assessment of precision and creativity.
Spring 2	Texture & Mixed Media	- Observational drawing of natural forms (leaves, shells, fabrics).- Exploration of texture using collage, frottage, mixed media.	- Combine media effectively.- Develop more confident observational drawing.	Sketchbook pages showing exploration of texture; small mixed-media composition.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Summer 1	Cultural Masks / Symbolic Design	- Explore masks or symbolic design from different cultures (ensuring modest/appropriate imagery).- Design and decorate a 2D/3D mask or shield using pattern, colour and symbols.	- Develop simple 3D construction skills (if mask form).- Communicate ideas/identity through visual symbols.	Outcome and design sheet assessed for creativity and effective use of formal elements.
Summer 2	Review & Skills Checkpoint	- Short tasks revisiting drawing, colour, pattern and texture.- Reflection on sketchbook work: what have I improved?	- Consolidate key skills from Year 7.- Build confidence in evaluating own work.	End-of-year “skills snap” assessment across several mini-tasks.

Year 8 – Developing Skills & Cultural Awareness

Overall intent: Extend skills into more complex media and contexts; develop understanding of art from different cultures and historical periods.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Autumn 1	Architectural Drawing & Perspective	- Study of local and global architecture (including mosques and Islamic architecture, plus other significant buildings).- Introduction to one-point and simple two-point perspective.	- Use perspective techniques for buildings/streets.- Improve accuracy and proportion in drawing.	Assessment of perspective drawing (line, proportion, accuracy).
Autumn 2	Printmaking – Pattern & Repetition	- Study of printmakers (e.g. textile prints, lino cuts, Islamic tile patterns).- Design a motif and create a repeat pattern using foam print, mono-print or lino (as appropriate).	- Learn basic printmaking processes safely.- Plan and refine a repeating design.	Final print and sketchbook design development pages.
Spring 1	Portraits & Identity (handled sensitively)	- Explore the idea of “identity” – objects, places, calligraphy, abstract or stylised portraits (with options for those who prefer not to draw faces).- Study of artists who explore identity through colour, pattern, abstraction, or symbolic imagery.	- Develop proportion and facial/figure drawing or symbolic/abstract alternatives.- Express identity using visual elements.	Assessment based on chosen pathway (portrait / symbolic identity piece) and sketchbook research.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Spring 2	Textiles / Surface Pattern	- Explore textile traditions (Islamic, African, South Asian, etc.).- Create a fabric-based piece or detailed design for textiles (embroidery, applique, printed fabric, or detailed design if resources limited).	- Develop pattern and colour design on fabric or paper.- Experience simple textile techniques.	Final textile piece or textile design sheet.
Summer 1	Landscape & Environment	- Study of landscapes (local, global) and environmental themes.- Experiment with media: watercolour, ink, collage, digital if available.	- Use atmospheric perspective and composition.- Respond visually to environmental issues (stewardship theme).	Landscape final piece with preparatory studies.
Summer 2	Review & Mini Personal Project	- Short independent mini-project: "My World" – choose a theme and develop a small series of studies leading to a final piece.	- Begin to make more independent decisions about subject matter and media.- Reflect on strengths and targets for Year 9.	End-of-year assessment of mini project (planning, development, outcome, evaluation).

Year 9 – GCSE Bridge: Independence, Refinement & Critical Understanding

Overall intent: Prepare pupils for GCSE Art & Design by developing independent project work, deeper research and refined outcomes.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Autumn 1	Still Life & Composition – GCSE-style Project 1	- Study of still life and object-based artists (e.g. Morandi, contemporary photographers, Islamic still life/objects, pattern-based artists).- Observational drawing from a still life arrangement; exploring different viewpoints and compositions.	- More sustained observational drawing.- Consideration of composition and viewpoint.	Assessed sketchbook pages (observational drawings, composition studies).
Autumn 2	Media Experimentation & Artist Research	- Experiment with a range of media (charcoal, ink, acrylic, collage, digital) based on still life theme.- Research and analyse at least one selected artist (in English, with visual analysis and reflection).	- Show evidence of experimentation and refinement in sketchbooks.- Use subject vocabulary in annotations (line, tone, contrast, composition, etc.).	Assessment of artist research pages and experimentation samples.

Term	Project / Enquiry	Key Content & Activities	Skills & Outcomes	Assessment Focus
Spring 1	Personal Response – Outcome 1	- Plan and create a more resolved piece based on still life project, selecting media and style influenced by artist research and personal ideas.	- Work through a mini “GCSE process”: develop–refine–record–present.- Produce a more resolved final outcome.	Final piece + supporting sketchbook work assessed against simplified GCSE-style criteria.
Spring 2	Theme-based Project – “Structures / Journeys / Patterns”	- Pupils choose from a given theme (e.g. “Structures” or “Journeys”).- Mind maps, image collection, observational work and photography (if available).	- Develop independent thinking around a theme.- Record ideas visually from primary and secondary sources.	Sketchbook initial development assessed (planning, research, early experiments).
Summer 1	Refinement & Mixed Media Outcomes – Project 2	- Further exploration and refinement based on chosen theme.- Create one or more mixed-media final pieces (drawing, painting, collage, print, etc.).	- Refine and edit ideas and compositions.- Manage time and materials more independently.	Assessment of Project 2 portfolio (sketchbook + outcome).
Summer 2	KS4 Transition & Options	- For pupils choosing GCSE Art: explanation of course structure, assessment objectives, expectations.- Short “taster” GCSE mini-task (e.g. 2–3 week project) in KS4 style.- For those not choosing GCSE: summarise skills and achievements; link to other subjects/careers.	- Understand what GCSE Art entails and how KS3 prepares them.- Reflect on personal strengths and areas to improve.	End-of-Year 9 exam/portfolio review; recommendations for KS4.

3. KS4 overview (Years 10–11) – GCSE Art & Design (Fine Art)

Year 10 – Building the Portfolio (Component 1)

Overall intent: Deliver 1–2 substantial projects that develop all four assessment objectives (AO1–AO4) and build a strong body of sketchbook and outcome work.

Term	Focus	Content & Activities	Assessment Focus
Autumn 1	Project 1 – “Objects & Identity / My Space” (AO1–AO2)	- Introduce GCSE course structure and assessment objectives.- Observational drawing from personal objects/space (books, phones, prayer beads, clothing, etc.), chosen sensitively.- Research relevant artists/photographers (still life, interiors, pattern).	AO1: Developing ideas (research, mind maps, artist studies).AO3: Recording observations (drawings, photos).

Term	Focus	Content & Activities	Assessment Focus
Autumn 2	Project 1 – Experimentation & Development (AO2)	- Experiment with different media: charcoal, acrylic, ink, collage, digital layering, etc.- Explore composition and style influenced by artists studied.- Annotate sketchbooks with reflections on successes and next steps.	AO2: Refining work by exploring and selecting appropriate media and techniques.
Spring 1	Project 1 – Personal Outcome (AO4)	- Plan and create a resolved final piece (or series) based on the project, showing clear links to research and experimentation.- Evaluate outcome against original intentions.	AO4: Presenting a personal and meaningful response, with evidence of connections to sources.
Spring 2	Project 2 – “Structures / Urban & Natural Environments”	- New theme (e.g. architecture, cityscapes, natural structures).- Primary source gathering (photos, on-site drawings if possible).- Artist research focusing on landscape/architectural/abstract artists (including Islamic architecture and pattern where appropriate).	AO1 & AO3 for second project.
Summer 1	Project 2 – Development & Mixed Media	- Experiment with media/approaches linked to chosen direction (e.g. architectural drawing + pattern overlay, mixed-media landscapes).	AO2 for second project.
Summer 2	Project 2 – Outcome & Interim Portfolio Review	- Produce a resolved outcome for Project 2.- Review all Year 10 work; identify strengths and gaps in AO1–AO4 coverage.	AO4 for second project; internal moderation and feedback.

Year 11 – Completing Portfolio & Externally Set Assignment (ESA)

Overall intent: Complete any remaining portfolio work, then respond to the exam board’s ESA paper, culminating in a supervised practical exam.

Term	Focus	Content & Activities	Assessment Focus
Autumn 1	Portfolio Refinement / Mini Project 3 (Optional)	- Fill gaps in AOs (e.g. more experimental work, additional artist research, better quality photography/recording).- Option of a short “mini project” to address a particular AO for some pupils.	Strengthening Component 1 portfolio; internal marking towards final teacher grade.
Autumn 2	Externally Set Assignment (ESA) – Start (Component 2)	- ESA paper released (usually January, but prep can start late Autumn with generic skills).- Pupils choose one ESA theme and begin mind maps, research, primary recording (photos, drawings).	AO1 & AO3 for ESA: developing ideas, researching artists, recording observations.

Term	Focus	Content & Activities	Assessment Focus
Spring 1	ESA Development & Planning	- Extensive experimentation with media and techniques linked to ESA theme.- Clear development of compositions; planning of final outcome for exam days.	AO2: Refinement and selection of ideas and media for ESA.
Spring 2	ESA 10-Hour Practical Exam & Portfolio Finalisation	- 10-hour supervised exam over 2 days to create final ESA piece(s).- Final portfolio checks; ensure all work is present, appropriately mounted/organised.	AO4 for ESA: presenting a personal and meaningful response.
Summer 1	Submission & Celebration	- Submit Component 1 & 2 as required.- Informal celebration/exhibition of GCSE work within school.	N/A – external moderation.

4. Skills progression (KS3 → KS4)

Drawing:

Y7: basic mark-making, simple observational drawing.

Y8: more accurate proportion (architecture, simple portrait), perspective.

Y9: more sustained drawing from observation; tonal refinement.

KS4: complex compositions, working from primary and secondary sources, expressive drawing.

Painting & Colour:

Y7: colour theory, flat and blended colour.

Y8–9: more confident use of acrylic/watercolour; atmospheric effects.

KS4: independent selection of colour schemes; expressive and symbolic use of colour.

Printmaking & Textiles:

Y7–8: simple printmaking and textiles; pattern and repetition.

Y9: integrate print/texture into projects.

KS4: use print/textiles as part of mixed-media work where chosen.

3D & Mixed Media:

Y7: simple mask/relief construction.

Y8: basic textile/3D work.

Y9: option to explore 3D as part of projects.

KS4: 3D/relief/mixed-media as appropriate to Fine Art spec and resources.

Critical & Contextual Studies:

KS3: artist/context research at an accessible level, with a focus on description and simple analysis.

KS4: deeper written and visual analysis; explicit links between learners' work and artists' approaches.

5. Assessment schedule

KS3

Ongoing formative feedback in lessons and sketchbooks.

At least one summative assessment per term (project outcome + selected sketchbook work).

End-of-year overview: judged against school Art & Design criteria (emerging / developing / secure / exceeding).

KS4

Regular portfolio checks each half term, with written feedback linked to AO1–AO4.

Formal internal assessment points:

End of Project 1 (Year 10).

End of Project 2 (Year 10).

Portfolio review early Year 11.

Mock ESA style tasks in Year 11 (where timing allows).

Mock practical exam (e.g. 5-hour) in Year 11 ahead of the real ESA exam.

6. Inclusion, SEND and EAL in Art & Design

Tasks are open-ended so all pupils can succeed and excel at different levels.

Support may include:

Demonstration and step-by-step guidance.

Visual aids, exemplars and templates.

Adapted tools (e.g. chunkier brushes, alternative grips) for pupils with physical/coordination difficulties.

Clear chunking of tasks for anxious or less confident learners.

Stretch for high-attaining pupils:

More complex compositions, advanced media, additional artist research and independent projects.

For EAL pupils:

Strong use of visual communication, demonstrations and modelling.

Supported use of key Art vocabulary in English (e.g. glossaries, sentence starters for annotations).

7. SMSC, British values and Islamic ethos

Art & Design contributes strongly to SMSC:

Spiritual: exploration of beauty, pattern, nature, personal meaning in art.

Moral: discussion of artists' themes (justice, environment, identity), respectful critique.

Social: collaborative projects, peer critique, shared display spaces.

Cultural: exposure to art from Britain and across the world, including Islamic art, calligraphy, architecture, textiles.

It also supports British values:

Democracy & individual liberty: pupils express personal ideas within agreed boundaries; make choices about themes and media.

Rule of law: health & safety in the art room; respect for property and shared spaces.

Mutual respect & tolerance: respectful discussion of diverse artists and cultural traditions.

Islamic ethos is reflected by:

Incorporating Islamic geometric pattern, calligraphy and architecture as substantial, respected areas of study.

Ensuring imagery used in class and produced by pupils is modest and appropriate, avoiding content incompatible with school values.

Emphasising humility, gratitude and reflection through creative work.

8. Homework & independent learning

Homework at KS3:

Small sketchbook tasks (observational drawings from home, pattern collections, simple artist research).
Occasionally, preparatory tasks for in-class work (e.g. collecting images/objects).

Homework at KS4:

Sketchbook development (refinement, annotation, research).
Independent observational drawing.
Artist/context research and written analysis.

Pupils are encouraged to:

Visit galleries (in person or virtual) where appropriate.
Keep a visual diary and experiment with drawing/photography beyond class.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.