Pyrland School

Art and Photography

Curriculum Booklet for 2026 - 2027

Subject Lead: Mrs D Male

Midsomer Norton Schools Partnership

Art, Design and Photography Curriculum Intent:

"The future of the country depends on having creative innovative people; we need this sort of creativity and ability to respond to change. We are moving to an age where the visual becomes ever more important and everyone needs to be skilled in understanding the visual. Just as they need to be trained in maths and literacy, they need to be trained in sound, film, and the visual arts and so on." **Nicolas Serota (Chair of Arts Council England)**

The Art department aims to fulfil the school's vision for students to 'live life to the full' by delivering a creative, innovative and inspiring Art curriculum. We encourage every student to explore their creativity and build their visual literacy through a range of experimental processes, a study of art history, artists, various media, and techniques, regardless of their experience or ability. As our cohort consists of students across the full ability and socioeconomic range, our curriculum is inclusive, offering support and challenge to ensure that all students can grow a passion for a diverse range of art, whilst building confidence and independence, making progress and achieving success regardless of their starting point or past experience. In essence, we aim to instil a lifelong passion for the arts by building confidence and ambition.

Art at Pyrland School provides every student with the chance to feel valued, heard, and inspired. Respect, tolerance, and individuality are promoted through the study of diverse cultures and creative expression. Achievement is celebrated through school displays, working as part of outside agencies, local exhibitions and through the Paca Wall of Talent, merits, and positive communication. We are ambitious for every student, fostering creativity, skill development, and motivation for future success.

The course is structured around four key areas: exploring, experimenting, observing, and developing ideas into final outcomes. Projects are based on three broad themes: Freedom, Surface, and a previous exam topic, preparing students fully, for further study or creative careers. The curriculum also supports cross-curricular learning. Students use mathematical skills in composition, measurement, and design, and explore social, historical, and political themes through contextualised artworks.

Enrichment is integral to students' experiences of Art at Pyrland. We ensure that all students have access to creative activities and visits to national and international galleries to London, Bristol, St Ives, and Venice. Partnerships with arts and environmental groups provide broader cultural experiences, enhancing students' creativity and worldview.

There are a large number of students who opt to take Art-based subjects at KS4, with many choosing to continue their studies at the local Sixth Form College. Thus, we ensure that our curriculum is challenging and supportive at every level so that students are well prepared for the next steps in their Art journey.

Art, Design and Photography curriculum Implementation:

The art room is a calm, inspiring space where students feel safe to express themselves. Students work independently, in groups, and as a class, and are always treated as individuals. They research, read, and discuss a wide range of artworks and artefacts, developing visual language, oracy, and written communication.

Students engage with 2D, 3D, and digital media, including Photoshop, to develop a wide range of artistic techniques.

Throughout all key stages, students engage in a variety of creative experiences that encourage independence, critical thinking, and personal expression. Lessons include visual, written, and practical tasks, with adjustments made to meet individual needs.

Key Stage 3
In KS3 students will develop their skills and understanding with progressive complexity and sophistication, so that they are able to make informed choices and work with increasing independence into KS4. The formal elements of art are studied in Year 7, underpinning the curriculum. Students focus on; line, tone, texture, pattern, colour and texture, building on this knowledge in Year 8 and 9. Projects allow students of all abilities to access the curriculum to explore, experiment and develop ideas and skills using a diverse range of techniques and processes.

By the end of Key Stage 3, students have a broad understanding of historic and contemporary artistic developments and cultural traditions. Those who choose GCSE Art or Photography in Year 10 build on this foundation, exploring more advanced techniques and a wider range of artists, contexts and cultures.

Key Stage 4
KS4 builds upon the skills, knowledge and understanding taught in the KS3 curriculum. Students continue to develop their skills in the formal elements and mixed media, by creating a variety of art works using a wide range of techniques.

Students complete two coursework projects in Y10 and Terms 1 and one in Year 11. The initial theme acts as a foundation to introduce a range of skills and processes touched on at KS. Students then go onto focus on their own area of interest refining their skills and broadening their artistic understanding. Progress is measured by two trial exams one in Y10 and another in Y11 as well as assessment of portfolio work.

Allocated Curriculum Time:

Lessons per fortnight	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
	2	2	2	6	6

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Nature** ● Creating observational drawing using a range of media and techniques ● Drawing in proportion and identifying formal elements ● Develop skills using Tone and Shape	
2	**Nature (cont)** ● Developing visual language and oracy through analysis and discussion.	**Assessment** Observational study
3	**Stories and Illustration** ● Understanding the role of illustration in storytelling ● Exploring watercolour techniques and visual storytelling ● Studying illustrators such as Beatrix Potter and Quentin Blake and mythology.	
4	**Stories and Illustration (cont)** ● Developing ideas from texts and cultural stories ● Cross-curricular links with literacy and cultural representation	**Assessment** Illustration
5	**Colour Theory** ● Learning the colour wheel and mixing techniques ● Exploring colour relationships and symbolism across cultures ● Studying Josef Albers and colour illusions ● Applying paint with control and purpose ● Understanding how colour communicates meaning and emotion	
6	**Impressionism and Landscapes** ● Exploring portraiture and self-expression through mixed media ● Studying artists like Frida Kahlo and contemporary identity-based art ● Creating personal responses using 2D and 3D techniques ● Developing confidence, independence, and creative risk-taking ● Reflecting on how art connects to culture, identity, and society	**Assessment** Use of colour and technique

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Animals in Art** ● Observational drawing using a range of media and mark-making techniques ● Drawing animals in proportion and with texture ● Exploring the history and cultural significance of animal imagery ● Studying artists such as Leonardo da Vinci, Sarah Esteje, and Mark Hearld ● Creating animal portrait using pen and drawing techniques ● Creating a collagraph print inspired by a contemporary artist, focusing on shape, layering, and composition	
2	**Animals in Art** ● Creating an animal portrait using pen and drawing techniques ● Creating a collagraph print inspired by a contemporary artist, focusing on shape, layering, and composition	**Assessment** Animal portrait and print
3	**British Design & Cultural Pattern** ● Exploring British designers and the Aesthetic Movement (e.g. William Morris) ● Understanding geometric pattern and symmetry in Islamic and Ndebele art ● Using mathematical tools to create accurate, mirrored, and repeated patterns ● Investigating how art is used functionally in everyday life	
4	**British Design & Cultural Pattern** ● Creating a personal design response inspired by cultural patterns	**Assessment** Drawing and floral design for pattern
5	**Graffiti and Identity** ● Understanding the history and evolution of graffiti as an art form ● Studying artists such as Banksy, Lady Pink, and Sofles ● Learning stencil techniques and the visual language of graffiti ● Exploring identity through personal tag design and street art	
6	**Graffiti and Identity (cont)** ● Creating a final graffiti-inspired piece using drawing, stencilling, and painting, with a focus on positive/negative space and colour theory	**Assessment** Final graffiti work

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Portraiture in Mixed Media** ● Creating observational portraits, drawing, painting, and 3D construction ● Investigating how portraiture has evolved historically and culturally	
2	**Portraiture in Mixed Media** ● Creating observational portraits, drawing, painting, and 3D construction ● Investigating how portraiture has evolved historically and culturally	**Assessment** Self portrait in watercolour
3	**Abstract Art** ● Understanding the origins and evolution of abstract art ● Studying artists such as Kandinsky, Mondrian, and Bridget Riley ● Exploring how abstraction communicates emotion, thought, and movement	
4	**Abstract Art (cont)** ● Creating original abstract work using line, shape, colour, and mark making ● Developing 2D and 3D responses through drawing, painting, and construction	**Assessment** Abstract art work
5	**Multi-Cultural Pattern** ● Exploring global traditions of pattern and body adornment ● Studying Māori tā moko, Indian woodblock printing, African wax prints, and Ndbele design ● Understanding cultural symbolism and identity through design	
6	**Multi-Cultural Pattern (cont)** ● Developing motifs into patterns using repetition, mirroring, rotation, and layering ● Learning lino printmaking techniques and experimenting with positive/negative space and reduction printing	**Assessment** Lino print design and outcome

Year 10 GCSE Art and Design Programme of Study
Exam Board: Pearson /Edexcel
Exam Specification: 1 FA0 Edexcel GCSE Art and Design (2016)

Term	Curriculum Foci	Formal Assessment
1	**Coursework Unit 1: Freedom - Foundation skills** ● Students gain an understanding of the course content and the four assessment areas. ● Focus is recording, using a range of primary and secondary sources from relevant objects and self-portrait.' using a range of drawing media. ● Students develop their own responses to Artist 1.	**Assessment** AO1 AO2 AO3
2	**Exploring Drawing Printmaking and Mixed-media artwork** ● Students explore and experiment with a wide variety of materials, building up skills, techniques and confidence. ● Students explore and learn the different properties of Printmaking and Mixed media referring to the work of relevant artists.	**Assessment** AO1 AO2 AO3 AO4
3	**Exploring Drawing Printmaking and Mixed-media artwork** ● Students explore and experiment with a wide variety of materials, building up skills, techniques and confidence. ● Students explore and learn the different properties of Printmaking and Mixed media referring to the work of relevant artists.	**Assessment** AO1 AO2 AO3 AO4
4	**Exploring 3d dimensional form from the figure and developing sculptural outcomes.** ● Students explore life drawing, photography and mixed media skills to explore form. ● Students develop ideas to create sculptural form in a range of materials.	**Assessment** AO1 AO2 AO3 AO4
5	**Exploring 3d dimensional form from the figure and developing sculptural outcomes.** ● Students finalise their 3d works. ● Students explore and develop mixed media stencil works from a range of artists. ● Students plan and finalise a stencil/mixed media outcome.	**Assessment** AO1 AO2 AO3 AO4
6	**Freedom final outcome** ● Students plan, research, explore and experiment for a final outcome for the project of Freedom. ● Students explore composition, media, technique and refinement for their outcome. ● that reflect preparation ● Students complete final outcomes in exam conditions ● Students evaluate and reflect on work using assessment objectives	**Assessment :** **10 hour exam** AO1 Critical Understanding AO2 Creative Making AO3 Reflective Recording AO4 Personal Presentation

Year 11 GCSE Art and Design Programme of Study
Exam Board: Pearson /Edexcel
Exam Specification: 1AD0 Edexcel GCSE Art and Design (2016)

Term	Curriculum Foci	Formal Assessment
1	**Surfaces and the abstract** ● A series of workshops exploring the formal elements of art, painting, and mixed media (line/colour/shape/tone/texture/pattern) ● Students will have the opportunity to experiment with scale and media and engage with a variety of processes and techniques. They will realise their ideas and recording in, bas-relief and both wet and dry 2D media. They will make connections with a range of artists, designers and crafts-makers, artefacts and contextual references as appropriate. ● Students enhance their ability to reflect upon their successes and link their work with that of an Artist ● Students will understand how to produce a dynamic, independent personal investigation.	**Assessment** AO1 AO2 AO3 AO4
2	**Mock Exam Preparation – Interim Final Piece** ● Students are expected to work with much more independence but still with the individual support of the teacher ● In response to the exam paper the students are expected to create observational drawings using a range of materials and processes as a starting point ● They will further develop their skills by drawing inspiration from relevant artists ● Students have regular 1:1 tutorial with the teacher to discuss the direction and development of their work	**Mock Exam: 2 days** AO1 AO2 AO3 AO4 **Component 1 (Portfolio) completion**
3	**Exam Board Externally Set Assignment** ● Students are given their exam paper at the start of term ● Students work with independence choosing their own starting point from the range on the exam paper ● In response to the exam paper, students are expected to create observational drawings using a range of materials and processes as a starting point for their ideas ● They will further develop their skills by drawing inspiration from relevant Artists, annotating ideas and evidencing how they have developed	**Assessment** AO1 AO2 AO3
4	**Exam Board Externally Set Assignment (cont.)** ● Continued preparation for 2-day exam in May	**Assessment** AO1 AO2 AO3
5	**GCSE Art Exam (component 2)** ● Final practical examination happens at the start of this term ● Students complete a 10-hour practical examination ● External Moderators visit to view work	**Assessment: GCSE Art Exam (10 hours)** AO4

Year 10 GCSE Photography Programme of Study
Exam Board: Pearson /Edexcel
Exam Specification: 1PYO Edexcel GCSE Art and Design (2016)

Term	Curriculum Foci	Formal Assessment
1	**Coursework Unit 1: Urban Nomad – Foundation Skills** ● Students are introduced to DSLR cameras and explore manual camera settings ● Students learn about photography fundamentals and composition such as the rule of thirds, golden ration, framing, leading lines, symmetry etc., ● Students explore formal elements in photographs such as line, shape, pattern, tone, colour, texture, form, and how they help effect an image.	**Assessment** AO1 AO2 AO3
2	**Urban Photography and Exploring Editing Techniques** ● Students will conduct photoshoots on school grounds, urban areas in the local town and London, to explore a range of compositional techniques to capture a narrative for the viewer. ● Students enhance their ability to reflect upon their successes and link their work with that of a photographer. ● Students are introduced to Adobe Photoshop to manipulate photographs.	**Assessment** AO1 AO2 AO3 AO4
3	**Urban Photography and Exploring Editing Techniques** ● Students will conduct photoshoots to explore a range of compositional techniques to capture a narrative for the viewer. ● Students enhance their ability to reflect upon their successes and link their work with that of a photographer. ● Students are introduced to new and exciting digital editing programmes to manipulate photographs. ● Students use photo collage and digital manipulation to respond to several photographer's work and create outcomes inspired by a range of Urban photographers.	**Assessment** AO1 AO2 AO3 AO4
4	**Year 10 Mock Exam Preparation (5 hours): Urban Nomad** ● Students plan, research, explore and experiment for a final outcome for the project Urban Nomad. ● Students explore composition, media, technique and refinement for their outcome that reflect preparation. ● Students complete final outcomes in exam conditions. They evaluate and reflect on work using assessment objectives.	**Assessment** AO3 AO4
5	**Coursework Unit 2: Portraiture – The Ordinary and The Extra-ordinary Introduction** ● Students consider how they can capture and communicate portraiture as a theme to create a portfolio of images responding to the theme. ● Students explore how to develop their photographs both digitally and physically, taking inspiration from a range of photographers.	**Assessment** AO1 AO2 AO3 AO4
6	**Portraiture – The Ordinary and The Extra-ordinary Editing Techniques** ● Students complete a range of photoshoot to create a portfolio of images that respond to the theme. ● Students explore how to develop their photographs both digitally and physically, taking inspiration from a range of photographers. They use perspective and manual setting to abstract form and experiment.	**Assessment** AO1 AO2 AO3 AO4

Year 11 GCSE Photography Programme of Study

Exam Board: Pearson /Edexcel
Exam Specification: 1AD0 Edexcel GCSE Art and Design (2016) | Pearson qualifications

Term	Curriculum Foci	Formal Assessment
1	**Mock Exam Preparation (10 Hours): Portraiture – The Ordinary and The Extra-ordinary** ● Students are expected to work with much more independence but still with the individual support of the teacher ● In response to the exam paper the students are expected to conduct photographic observations using a range of objects and processes as a starting point ● They will further develop their skills by drawing inspiration from relevant photographers ● Students have regular 1:1 tutorial with the teacher to discuss the direction and development of their work	**Assessment** AO1 AO2 AO3 AO4
2	**Coursework Unit 3: Previous Exam Theme Mini Project** ● Students are given the previous year's ESA theme to respond to ● This gives them experience in creating a self-directed project (a key skill for when they start their actual exam unit). ● Students are encouraged to research and explore areas of interest, photographers and critical sources independently, as well editing techniques (both digital and physical). ● Students create refined final outcomes building on their research.	**Mock Exam** AO1 AO2 AO3 AO4
3	**Exam Board Externally Set Assignment** ● Students are given their exam paper at the start of term ● Students work with independence choosing their own starting point from the range on the exam paper ● In response to the exam paper, students are expected to conduct photoshoots exploring a range of ideas as a starting point for their ideas. ● They will further develop their skills by drawing inspiration from relevant photographers and artists, annotating ideas and evidencing how they have developed.	**Assessment** AO1 AO2 AO3
4	**Exam Board Externally Set Assignment (cont.)** ● Continued preparation for 2-day exam in May.	**Assessment** AO1 AO2 AO3
5	**GCSE Photography Exam** ● Final practical examination happens at the start of this term ● Students complete a 10-hour practical examination ● External Moderators visit to view work	**Assessment** AO4

Revision and Support:
GCSE Art and Design - Edexcel - BBC Bitesize

How to support your child with their learning:

- Ensure your child completes any homework within the deadline so they do not fall behind and can access the topics/themes studied in class time
- Ensure your child attends our club to get extra support for the development of their work
- Make sure that your child has the correct equipment for their lessons including appropriate art materials and if possible, support them by providing a range of Art materials to use at home
- Make sure your child completes and presents their work in their sketchbook carefully to ensure they are proud of their work
- Where possible support the visiting of museums, galleries, and exhibitions and generally developing cultural awareness

Final GCSE Assessment Structure (Art and Photography):

Component	Weighting (%)	Content	Proposed Examination Date
Component 1	60% AO1 Critical Understanding (18 marks) AO2 Creative Making (18 marks) AO3 Reflective Recording (18 marks) AO4 Personal Presentation (18 marks)	**Component 1 - Portfolio** ● Students must work within one of the following titles: Fine Art or Photography. ● Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills on page 7. ● Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected. ● This component allows students opportunities to: develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes, present personal response(s) to theme(s) set by the centre. ● The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.	Year 11 Term 3
Component 2:	40% AO1 Critical Understanding (18 marks) AO2 Creative Making (18 marks) AO3 Reflective Recording (18 marks) AO4 Personal Presentation (18 marks)	**Component 2 - Externally Set Assignment** ● The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. ● Students must continue to work in the same title as they did for the Personal Portfolio. ● Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper. ● This component allows students opportunities to: develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques, and processes, present personal response(s) to the externally set theme.	Year 11 Term 5