

Holywell School Curriculum Overview

Key Stage 4 Curriculum Overview – Art

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Art and Design Fine Art (1FAO) QAN 601/8069/9

Curriculum Intent

To provide our Students with an inspiring, exciting and rewarding art education, building an understanding and appreciation for art, craft and design (and their associated skills) as well as enriching pupil's lives with a sense of wonder and creativity.

GCSE specifications in art and design will encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

Fine Art

Fine Art is defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. Work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Fine-art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions. Students will also understand that Fine Art practitioners may work to client commissions or undertake self-directed projects. They will need good communication skills in order to liaise with clients, and promote and exhibit their own work.

Students will demonstrate integrated knowledge, understanding and skills in at least one of the following areas: Drawing, Installation, Lens-Light-based media, Mixed Media, Land art, Printing, Painting and/or Sculpture

How students are assessed

Pearson Edexcel GCSE Fine Art (301/8069/9) is assessed through **100% coursework**, which means there is no written exam. This assessment is broken into two components:

Component 1: Personal Portfolio (60%) Internally set and assessed by the teacher. Externally moderated by Edexcel.

A portfolio of work that shows the student's personal response to a theme, idea, issue, or concept. It includes supporting studies, development work, and at least one final piece. The focus is on the creative process, not just the outcome.

Component 2: Externally Set Assignment (40%) Set by Edexcel, released on 1 January of the examination year.

Students choose from a range of starting points provided by the exam board. They have a preparation period (several weeks). Followed by a 10-hour supervised period (over 2 school days) to produce a final piece.

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Term	Year 10	Year 11
Autumn term 1	<p><u>Title of unit: Induction - Selecting primary sources and recording observations</u></p> <p>Collage, Design, Digital, Draw, Paint, Print, Sculpt, Textiles</p> <p>Unit description</p> <p>This unit introduces key principles and four assessment objectives through various drawing activities. Students will explore diverse sources, inspired by themes from a museum or site visit.</p> <p>Throughout this unit students will learn develop their skills in:</p> <ul style="list-style-type: none"> • Selecting inspirational visual source material • Recording from observation and first-hand sources • Developing ideas for experimentation • The art of critique: analysing and interpreting artworks • Drawing for different purposes and needs • Manipulating drawings • Manipulating photographs • 2D into 3D • Documenting the creative journey 	<p><u>Developing skills - Fine Art</u></p> <p>Collage, Design, Digital, Draw, Paint, Print, Sculpt, Textiles</p> <p>Unit description</p> <p>This teacher-led unit deepens students' skills within endorsements. Through short workshop activities, students further explore a range of materials and techniques. They develop studies focused on the elements and principles of art in practice.</p> <p>Throughout this unit students will learn develop their skills in:</p> <ul style="list-style-type: none"> • Deepening the understanding of the principles of painting • Painting: brushwork: techniques for texture and precision • Painting with expression: capturing emotion and atmosphere • Revisiting colour theory: the science and emotion of colour • Exploring mediums: acrylics oils watercolours and beyond • Compositional strategies: designing engaging and balanced artworks • Layering and blending: creating depth and richness in paintings
Evidence of learning	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>
Links to prior learning	Build on their understanding of the building blocks for making art.	Students have made progress in developing their creative practice, learning about their strengths
Links to future learning	Students will encounter more complex and diverse ideas. Students will become more independent in their practice, choosing themes and processes inspired by their own interests and strengths. This unit encourages students to make their own creative decisions, find and create their resources. This empowers the students to judge critically both the quality and relevance of their chosen materials.	This unit which breaks up the two independent units with a more teacher led one, deepens the students' skills within their endorsements. Through a series of short workshop activities, students explore further with a range of materials and techniques.
Autumn term 2	<p><u>Revisiting elements of art and principles of art</u></p> <p>Collage, Design, Digital, Draw, Paint, Print, Sculpt, Textiles</p> <p>Unit description</p>	<p><u>Final independent sustained unit</u></p> <p><u>Component 1: mock exam assignment (including a period of sustained focus)</u></p> <p>Collage Design Digital Draw Paint Print Sculpt Textiles</p> <p>Unit description</p>

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	<p>This unit revisits and reframes the key principles and elements of art. Students will study how artists use these elements with greater sophistication. They will carefully examine and analyse the elements and principles, applying them to their chosen art forms and endorsements.</p> <p>Throughout this unit students will learn develop their skills in:</p> <ul style="list-style-type: none"> • Scale, proportion and perspective • Unity, variety, rhythm and balance • Mass, shape, volume and depth • Line • Tone, hue and colour • Form and shape • Texture • Pattern • Composition 	<p>This is an independent, pupil-led unit that allows Students to further develop their creative process, refining their practice and making more sophisticated connections. Students will choose themes, techniques, and processes, articulating and evaluating their artistic journey.</p> <p>Work produced during this project is submitted for the final assessment of the Personal Portfolio. Students given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or the Sample Assessment Materials (SAMs) available on the Edexcel website, to include:</p> <ul style="list-style-type: none"> • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) <p>Students given the opportunity to improve their mock exam assignment in light of feedback from teacher</p>
Evidence of learning	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>
Links to prior learning	<p>Build on their understanding of the building blocks for making art. They will have explored what defines art and examined its role across various contexts, Students have developed critical thinking and analytical skills.</p>	<p>This is students' final independent sustained unit. They have already completed two units where they identified their strengths and areas for development in independent work.</p>
Links to future learning	<p>This unit is important for Students at the beginning of the GCSE course to build on their understanding of the building blocks for making art.</p> <p>This unit encourages students to make the necessary links between the underlying elements and principles and the work that they, and other artists are making.</p>	<p>The focus here is on experimenting with materials, processes, and idea development. In preparation for post-16 courses, Students should exhaust possibilities and make imaginative leaps, using various sources, experiencing live work, and responding to artists who connect thematically or technically. This unit encourages them to push boundaries and deepen their understanding of artistic practice.</p>
Spring term 1	<p><u>Introduction to Fine Art</u> - Students continue with their induction period</p> <p>Collage, Design, Digital, Draw, Paint, Print, Sculpt, Textiles</p> <p>Unit description</p> <p>This is a teacher led unit which introduces to students to the skills within their endorsements. Through a series of workshop activities, students experiment with a range of materials and techniques. They develop a range of studies exploring mark making media, print and mixed media.</p>	<p>Component 2: Externally Set Assignment</p> <ul style="list-style-type: none"> • Paper released 2 January • Preparatory period begins in January and students start work on their preparatory studies in response to the theme <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the ESA theme</p>

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	<p>Throughout this unit students will learn develop their skills in/by:</p> <ul style="list-style-type: none"> • Experimenting with dry media: charcoal • Experimenting with dry media: fine liner • Experimenting with wet media: inks • Experimenting with wet media: paints • Experimenting with collage • Experimenting with print: relief • Experimenting with print: monotype • Mixed media materials and techniques • Fine Art: the influence of sources on your investigation 	<ul style="list-style-type: none"> • Students complete all preparatory studies before the start of the period of sustained focus <p><u>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</u></p>
Evidence of learning	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>	<p>Assessment focus: AO1, AO2, AO3, AO4</p> <p>Edexcel GCSE – Personal Portfolio</p>
Links to prior learning	<p>This unit builds on students' foundational knowledge and skills from previous years, introducing more advanced techniques and processes. By exploring different media, materials, and methods, Students gain versatility and confidence in their creative abilities.</p>	<p>In this unit they extend use their knowledge, understanding and skills through engagement with a given theme. Students will select sources that are most appropriate to the theme, and to inform their preparatory studies.</p>
Links to future learning	<p>This unit prepares students for the diverse challenges of higher-level art projects and encourages them to experiment and innovate. It also emphasises the importance of refining and controlling artistic processes, essential for producing high-quality work.</p> <p>Year 11 Component 1: Personal Portfolio projects</p> <p>A level Art</p>	<p>Work produced during this unit is the Externally Set Assignment and prepares student's for further studies, developing independence and time management.</p>
Spring term 2	<p><u>Finding your artistic voice: an introduction to the creative process</u></p> <p>Collage, Draw, Paint, Print, Sculpt, Textiles</p> <p>Unit description</p> <p>This unit introduces Students to developing their own creative process. Students will learn about key components in shaping an artistic voice, including clarity on style, identity, and practical skills. Students will explore visual and tactile elements of art to discover who they are as artists.</p> <p>Throughout this unit students will learn develop their skills in:</p> <ul style="list-style-type: none"> • The artistic voice 	<p>Component 1: Personal Portfolio projects (thematic response and mock exam assignment)</p> <ul style="list-style-type: none"> • Students to finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment • Students to select and present appropriate work for assessment of their Personal Portfolio <p><u>External moderation window begins on 1 May</u></p> <p>Component 1: Personal Portfolio</p> <p>*Component codes: 1AD0/01, 1FA0/01, 1GC0/01, 1TE0/01, 1TD0/01, 1PY0/01</p>

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	<ul style="list-style-type: none"> Identify personal strengths: techniques and skills What is a sketchbook Gallery and artist pages The artistic voice: documenting process The artistic voice: developing ideas The artistic voice: singular or series of artworks 	60% of the qualification 72 marks (18 marks for each of the four Assessment Objectives) Component 2: Externally Set Assignment *Component codes: 1AD0/02, 1FA0/02, 1GC0/02, 1TE0/02, 1TD0/02, 1PY0/02 40% of the qualification 72 marks (18 marks for each of the four Assessment Objectives)
Evidence of learning	Assessment focus: AO1, AO2, AO3, AO4 Edexcel GCSE – Personal Portfolio	Assessment focus: AO1, AO2, AO3, AO4 Edexcel GCSE – Personal Portfolio
Links to prior learning	This teacher led unit builds on the previous learning in the curriculum in which Students have widened their understanding of art craft and design. They have developed an appreciation of its cultural and historical contexts and have developed their critical thinking, innovation, and taken responsibility for their creative decisions.	At this final stage of the course, the focus is on celebrating students' work and achievements. Students will select their best pieces and learn how to present them for exhibition.
Links to future learning	This is the point in which the Students are exploring possibilities for communication, how they want to communicate and what they want to say through their art work. They are making decisions about their technical strengths and weaknesses and choosing. A level Art	They will connect their work with the practices of artists preparing for exhibitions, giving them real-life experience in showcasing their art.
Summer term 1	Themes within Fine Art Collage, Design, Digital, Draw, Paint, Print, Sculpt, Textiles Unit description This unit explores approaches to developing ideas and a personal response to the theme of sustainability. Working from observation, memory and imagination, Students will explore a range of primary and secondary sources. Throughout this unit students will learn develop their skills in: <ul style="list-style-type: none"> Portraits and figures in Fine Art Objects in Fine Art Natural forms in Fine Art Landscapes in Fine Art Socially engaged practice in Fine Art Historical, social and contemporary concepts in Fine Art 	Curating an exhibition Throughout this unit students will learn develop their skills in: <ul style="list-style-type: none"> Reviewing own work: how to select for an exhibition How much is too much: curating a show Postcards: artists replicating their work Invites and posters: how artists publicise their show Writing an artist statement Framing and mounting work An audio exhibition guide Visiting the exhibition

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	Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme	Unit description This teacher-led unit concludes the course with a physical or virtual exhibition. Students, having been introduced to curating, will select work based on quality and criteria, explore presentation, and mount and frame their pieces.
Evidence of learning	Assessment focus: AO1, AO2, AO3, AO4 Edexcel GCSE – Personal Portfolio	
Links to prior learning	Students have begun to establish their own artistic identity and are able to investigate different sources and present a personal response.	
Links to future learning	In this unit they extend their knowledge, understanding and skills through engagement with a given theme. Students will learn how to select sources that are most appropriate to the theme, and to inform their creative journey.	
Summer term 2	<p><u>First sustained project: working from a theme</u></p> <p>Component 1: Thematic response project</p> <p>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</p> <ul style="list-style-type: none"> • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) <p>Unit description</p> <p>This teacher led unit builds on the previous learning in the curriculum in which Students have widened their understanding of art craft and design. They have developed an appreciation of its cultural and historical contexts and have developed their critical thinking, innovation, and taken responsibility for their creative decisions.</p> <p><u>Fine Art: Objects in Art</u></p> <p>Throughout this unit students will learn develop their skills in:</p> <ul style="list-style-type: none"> • Identifying starting points • Resourcing ideas through personal reflections, narratives and objects • Effective annotation: different ways to present ideas • The work of artists and designers: materials and techniques • The work of artists and designers: elements of art 	

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	<ul style="list-style-type: none">• The work of artists and designers: principles of art• Connecting and combining: trials and experiments with materials• First hand resourcing• Photographing for resources: what makes a good photograph• Personal response: appropriate resources and creating artwork• Creating a surface, armature, background: preparing your personal response	
Evidence of learning	Assessment focus: AO1, AO2, AO3, AO4 Edexcel GCSE – Personal Portfolio	
Links to prior learning	This is the right point for students to become more independent and make connections with their process and the world around them	
Links to future learning	Work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio	
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p>Reading is not a core assessed component of the GCSE Art and Design curriculum in the same way it is in subjects like English Literature or History, but reading skills are still important and embedded in several ways across the course. Here's how reading typically plays a role:</p> <p style="text-align: center;">Research and Contextual Understanding</p> <p>Students are expected to:</p> <p>Read about artists, movements, and styles (e.g., Impressionism, Surrealism, contemporary art). Understand the historical and cultural context of artworks. Interpret visual and written sources (e.g., gallery texts, exhibition reviews, artist statements). This often involves: Reading articles, exhibition catalogues, books, or online resources, summarising and making notes from these sources for sketchbooks or coursework.</p> <p style="text-align: center;">Developing Ideas (AO1)</p> <p>Assessment Objective 1 (Develop ideas through investigations) often includes written artist research. Students must read about other artists’ techniques, intentions, and subject matter to inform their own work.</p> <p style="text-align: center;">Annotation and Evaluation</p> <p>Students read feedback from teachers and examiners. They must write and sometimes respond to written feedback, instructions, or prompts. Reading is required for self-evaluation and peer assessment activities.</p> <p style="text-align: center;">Understanding Exam Briefs and Portfolio Requirements</p> <p>Students must carefully read and interpret the exam paper (e.g., themes like “reflections” or “boundaries”). Instructions often include descriptive or abstract prompts that require thoughtful reading and interpretation.</p>		
<p style="text-align: center;">Careers in the curriculum</p> <p>The art curriculum and SOWs refer to and develop knowledge of the following careers in the art world and also route/qualifications needed - Architectural Illustrator, Book Illustrator, Graphic Illustrator, Fine artist (Painter), Printmaker/Screen printer, Fashion Photographer, Food photographer, Portrait Photographer, Animator, Concept Artist, Digital Illustrator, YouTube Video</p>		

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Creator, Mosaic Designer, Potter / Ceramic designer, Stain Glass Window designer, Architect, Interior designer, Typographer, Advertising director/designer, Fashion designer, Graphic Novel Author , Art Critic, Food stylist.
<p>Protected Characteristics in the curriculum</p> <p>Holywell's Art curriculum and extra-curricular provision is designed to ensure there are artistic opportunities for all our students, regardless of race; gender; where they live; their levels of artist talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.</p> <p>The curriculum covers a diverse range of artists, designers and craftspeople from a wide ranging historical, cultural and geographical context.</p>
<p>Safeguarding including safety in the curriculum</p> <p>Safeguarding students in art lessons involves several key practices. Firstly, ensure the classroom is equipped with proper ventilation and safety equipment like aprons, first aid kit and washing facilities. We teach students how to handle tools and materials correctly, emphasizing safe practices with items like scissors, knives, paint, adhesives and clay. We supervise activities closely, providing clear instructions and demonstrations. Additionally, we implement a no-running policy to prevent accidents and regularly inspect and maintain equipment to ensure it is in good condition. Within the art department we foster an inclusive and respectful environment, addressing any issues promptly. This comprehensive approach ensures a safe and supportive art education experience.</p>
<p>Values across the curriculum</p> <p>The art curriculum promotes and develops many of our Holywell values regularly - Equality, Courage, Responsibility, Resilience, Self- worth and Self-Regulation, Respect, Joy and Peace. Each project has a focus on two or three other values- See above. These are woven into individual lesson plans to promote our values further.</p>
<p>Spirituality in the curriculum</p> <p>The art curriculum explores artists and themes that develop an understanding and belief that art is bigger than us in the classroom.</p> <p>Art is ... everywhere for everyone! Art is creation, innovation, expression, emotional, empathetic. Art is design, music, poetry and history. Art is yours.</p> <p>We explore why artists create - Personal, religious and political belief. Wars, conflicts, and consumerism. Through personal experiences, struggles, expression and representation. Artists examine their own beliefs and try to make sense of the current moment.</p> <p>The art curriculum allows us to explore ourselves, others and the world with wonder and creativity and art can shape how we live our lives. It develops key life skills (see below) that are transferable across the curriculum.</p> <p>Art develops a sense of awe and wonder- Seeing beauty in the mundane. Noticing patterns, colours in nature and design.</p> <p>Students work in a calm, caring, stimulating and inspiring environment and produce work for meaning and enjoyment.</p>
<p>How we track your progress</p> <p>Using the progress descriptors and GCSE grades all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments.</p>
<p>Parents/Carers can support their child by:</p> <p>Sharing your artistic preferences with your child, going to art galleries, supporting and resourcing your child in creating art at home and encouraging your child to attend an extra-curricular art club. The following websites are useful for supporting your child with curriculum Art.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z8tnvcw</p> <p>https://www.tate.org.uk/art/student-resource/exam-help</p> <p>https://www.nationalgallery.org.uk/</p> <p>https://artuk.org/</p>

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Sustainability within the subject

Looking at artists who use natural materials to create art.

Year 8 Fast fashion- consumerism and demand. Our ocean project- Plastic rubbish

Recycling old books and magazines into art

Reusing scrap paper

Recycling bins in room

Transferable life skills developed through art

Creativity

Observation

Self-expression

Focus and Discipline

Patience and Perseverance

Collaboration

Risk taking

Imagination

Curiosity