



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Guide

Art

2025 - 26



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Curriculum Intent

Our art curriculum aims to nurture students into visually literate, critical thinkers and creative problem-solvers. We intend to achieve this by:

- **Fostering diverse artistic skills:** Developing proficiency across a broad range of media, techniques, and processes, from drawing and painting to, ceramics, and mixed media.
- **Cultivating critical understanding:** Equipping students to analyse, interpret, and evaluate artworks from various historical periods, cultural contexts, and global perspectives, including the contributions of diverse artists and designers.
- **Promoting personal expression and voice:** Providing opportunities for students to explore their own ideas, emotions, and experiences through art, developing their unique artistic voice and building confidence in communicating visually.
- **Encouraging innovative thinking:** Challenging students to experiment, take risks, and learn from mistakes, fostering resilience and adaptability in their creative journeys.
- **Connecting art to the wider world:** Demonstrating the relevance of art in society, its impact on culture, and its potential as a pathway for future education and career opportunities.

Head of Arts & Technologies Faculty

Mrs S Stanborough

Head of Art Department

Mrs A Every

Year 7

Project 1: The Formal Elements

Students are introduced to the foundational visual elements of art—line, shape, tone, and texture—through observational drawing and creative experimentation. As part of this unit, time is spent outdoors engaging directly with nature, promoting a sense of Care for God’s Creation, a core principle of Catholic Social Teaching. By drawing from natural forms and developing mixed-media outcomes, students are encouraged to reflect on the beauty and value of the environment as God’s creation, fostering both artistic skill and ecological awareness.

Project 2: The Colourful Human Being

This unit focuses on the human figure, exploring proportion, anatomy, and expressive use of colour. Inspired by the vibrant and inclusive works of Niki de Saint Phalle’s ‘The Nana Collective’, students develop their understanding of the Life and Dignity of the Human Person, another central CST principle. The project celebrates diversity and encourages students to appreciate the uniqueness of the human form, promoting self-worth, respect for others, and the power of creativity in building a positive classroom community.

Throughout the year, students are encouraged to participate actively in their learning, reflecting the CST principle of Participation, and to value both individual expression and collaborative creativity within the classroom environment.

Number of lessons per fortnight: 1

Classes: Students are taught in mixed ability classes

Essential equipment: A 2B drawing pencil, rubber, sharpener, whiteboard pen, green pen, writing pen, glue stick, a small paint brush and a larger paint brush

Extracurricular and enrichment opportunities: Lunchtime art club and competitions

Careers curriculum: Students will be exposed to the diverse range of opportunities within the arts and creative industries, fostering an understanding of skills, educational pathways, and practical steps for pursuing an art-related profession.

	Content studied	Literacy focus	What parents can do to help
Project 1 The Formal Elements	<p>MAKING Drawing simple natural forms, applying a range of tones. Using a range of media, inside and outside of the classroom, exploring mark making. Incorporating relief printing, collage and painting into a mixed media outcome.</p> <p>IDEAS Presenting the formal elements in a creative way. Creating an expressive still life artwork.</p>	<p>KNOWLEDGE Applying understanding of the formal elements of art, composition and proportion. Finding new information and presenting what is relevant. Learning new words and applying them to written work.</p> <p>EVALUATION Honestly assessing own work and the work of others. Engaging in constructive feedback by applying keywords to spoken and written language.</p>	<p>Make sure there is access to appropriate art materials.</p> <p>Encourage exploration and experimentation with different materials and techniques.</p> <p>Visit local museums, art galleries, and exhibitions. This can broaden knowledge and inspire students.</p> <p>Encourage self-expression and to develop their own unique style.</p> <p>Don't do the work, offer suggestions, but allow them to think for themselves and make their own mistakes.</p>
Project 2 The Colourful Human Being	<p>MAKING Drawing the human figure. Creating a 3-dimensional figure using papier-mache.</p> <p>IDEAS Planning a sculpture with a focus on colour influenced by the work of artists.</p>	<p>KEYWORDS Primary, Secondary, Complementary, Harmonious, Colour, Form, Still Life, Genre, Proportion, Scale, Composition, Gestural, 3-Dimensional</p>	

Helpful books and wider reading:

- The Usborne Book of Famous Paintings by Fiona Macdonald
- 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media by Susan Schwake
- The Noisy Paint Box: The Colours and Sounds of Kandinsky by Barb Rosenstock
- Vincent Van Gogh : Little People, Big Dreams by Maria Isabel Sanchez Vegara
- Expressive Sketchbooks: Developing Creative Skills, Courage, and Confidence by Helen Wells

Websites and Research:

- Southendmuseums.co.uk
- Contemporary Still Life: mixed media painting by Rebecca Vincent
- Niki de Saint Phalle | Nana Fontaine
- Colour and Form: Memo Game Based on Johannes Itten
- Learn how to draw easily: Learn the human body proportions

Year 8

Project 1: The Portrait Artist

The year begins with a project that invites students to reflect on and visually express who they are through a series of self-portraits. Drawing on their understanding of colour theory and proportion, students engage with the work of established artists, using these influences to explore and represent their own identity. Through this process, they examine the concept of individual dignity and uniqueness, affirming the Catholic Social Teaching principle of the Life and Dignity of the Human Person. This evolving body of work fosters self-awareness, confidence, and an appreciation for each learner's personal journey, culminating in a collaborative outcome that celebrates the diversity within the classroom community.

Project 2: Religious Buildings

In this unit, students engage in a study of sacred architecture through the lens of perspective drawing. This project serves as a gateway to understanding diverse cultures, beliefs, and artistic traditions. As students explore architectural styles from a variety of world religions, they are encouraged to develop an attitude of respect, curiosity, and openness—reflecting the CST principles of Solidarity and Participation. By examining how sacred spaces function as expressions of faith and community identity, students deepen their understanding of how religion shapes culture and communal life, both locally and globally.

Throughout both units, the Art curriculum supports students in developing their technical skills, personal voice, and intercultural understanding, preparing them to engage with the wider world in a way that honours the dignity of all people and celebrates the richness of human expression.

Number of lessons per fortnight: 1

Classes: Students are taught in mixed ability classes

Essential equipment: A 2B drawing pencil, rubber, sharpener, whiteboard pen, green pen, writing pen, glue stick, a small paint brush and a larger paint brush

Extracurricular and enrichment opportunities: Lunchtime art club and competitions

Careers curriculum: Students will be exposed to the diverse range of opportunities within the arts and creative industries, fostering an understanding of skills, educational pathways, and practical steps for pursuing an art-related profession.

	Content studied	Literacy focus	What parents can do to help
Project 1 Self-Identity Portraits	<p>MAKING The development of Portraiture throughout History. Exploring proportion by drawing self-portraits. Mixing a variety of colours and applying a range of different media to create a series of self-portrait outcomes.</p> <p>IDEAS Presenting an Art History timeline. Recording ideas that represent self-identity and culture. Planning compositions.</p>	<p>KNOWLEDGE Finding new information and presenting what is relevant. Analysing the work of artists showing critical understanding. Learning new words and applying them to written work.</p> <p>EVALUATION Honestly assessing their own work and the work of others. Engaging in constructive feedback by applying keywords to spoken and written language.</p>	<p>Make sure there is access to appropriate art materials.</p> <p>Encourage exploration and experimentation with different materials and techniques.</p> <p>Visit the National Portrait Gallery and visit local religious buildings. This will broaden knowledge and inspire the students.</p> <p>Encourage self-expression and to develop their own unique style.</p>
Project 2 Religious Buildings	<p>MAKING Drawing religious buildings from different cultures using perspective. Creating a unique church outcome, using recycled packaging.</p> <p>IDEAS Planning architectural designs and patterns influenced by culture and religion.</p>	<p>KEYWORDS Perspective, Proportion, Horizontal, Vertical, Parallel, Vanishing point, Cultural, Context, Pattern.</p>	<p>Don't do the work, offer suggestions, but allow them to think for themselves and make their own mistakes.</p>

Helpful books and wider reading:

- Women who changed the world by Sophia Bennett
- Chuck Close: Face Book by Chuck Close
- The V & A sourcebook of Pattern and Ornament by Amelia Calver
- Barcelona, Tell Us about Gaudi by Bernat Cormand
- Zaha Hadid : Little People, Big Dreams by Maria Isabel Sanchez Vegara

Websites and Research:

- artclasscurator.com/identity-artworks
- npg.org.uk
- HOW to DRAW eyes/nose/mouth and a face in proportion – Tom Quigley You Tube
- 5 simple Exercises to teach you how to Draw amazing Portraits – cravepainting.com
- One-point perspective: How it works and how to use it for your Art – cravepainting.com
- How to draw in 2 POINT PERSPECTIVE – Tom Quigley You Tube

Year 9

Project 1: Surreal Sea Creatures

This project continues to support students in building their artistic independence by encouraging investigation, experimentation, and the refinement of personal interests and skills. In 'Surreal Sea Creatures', students explore 3D processes and develop imaginative outcomes using techniques such as collage and assemblage. By incorporating chance and the subconscious, the project promotes creative risk-taking and innovation. Drawing inspiration from the local natural environment, students are invited to reflect on their role as stewards of creation, aligned with the Catholic Social Teaching principle of Care for God's Creation. Through the transformation of environmental elements into fantastical forms, learners gain a deeper appreciation for the diversity and beauty of the world around them.

Project 2: Wild

In the second unit, 'Wild', students expand their contextual understanding by engaging with a wide range of visual and conceptual sources, including the natural world, current events, and the work of contemporary artists. This unit encourages students to make personal and meaningful connections between art and wider social issues, exploring how artistic practice can reflect and respond to the world. The project reflects the CST principles of Participation and Community and the Common Good, as students consider their voice within broader cultural and social contexts. They are guided to develop and communicate their own ideas with clarity and compassion, producing outcomes that reflect both individual expression and social awareness.

Throughout Year 9, students are supported in becoming confident, thoughtful, and responsible young artists who use their creativity to engage critically with the world and contribute positively to the communities they are part of.

Number of lessons per fortnight: 1

Classes: Students are taught in mixed ability classes

Essential equipment: A 2B drawing pencil, rubber, sharpener, whiteboard pen, green pen, writing pen, glue stick, a small paint brush and a larger paint brush

Extracurricular and enrichment opportunities: Lunchtime art club and competitions

Careers curriculum: Students will be exposed to the diverse range of opportunities within the arts and creative industries, fostering an understanding of skills and educational pathways. Art careers homework.

	Content studied	Literacy focus	What parents can do to help
Project 1 Surreal Sea Creatures	<p>MAKING Recording sea life using Surreal techniques. Mixing and applying realistic colour in a variety of media. Experimenting with the element of chance. Creating a 3D surreal sea creature.</p> <p>IDEAS Developing ideas by planning a 3D outcome that demonstrates application of research and experiments.</p>	<p>KNOWLEDGE Analysing the work of artists and sculptors showing historical, critical and contextual understanding. Applying prior knowledge of the formal elements and proportion. Learning new words and applying them to written work.</p> <p>EVALUATION Honestly assessing their own work and the work of others. Engaging in constructive feedback by applying keywords to spoken and written language.</p>	<p>Make sure there is access to appropriate art materials.</p> <p>Encourage exploration and experimentation with different materials and techniques.</p> <p>Visit museums, art galleries, and exhibitions. This can broaden knowledge and inspire students.</p> <p>Encourage self-expression and to develop their own unique style.</p>
Project 2 Wild	<p>MAKING Creating a response to relevant sources. Applying techniques learnt from artists and realising intentions in an outcome.</p> <p>IDEAS Presenting ideas by planning an outcome that is relevant to their own ideas.</p>	<p>KEYWORDS Metamorphosis, Transformation, Realistic, Dreams, Scale, Proportion, Tone, Form, Texture, Surreal, Sources, Surrealism, Contextual, Analytical, Intentions, Relevant</p>	<p>Don't do the work, offer suggestions, but allow them to think for themselves and make their own mistakes.</p>

Helpful books and wider reading:

- Art of Protests: What a Revolution looks like by De Nichols
- The Art Book" by Phaidon Editors
- Broad Strokes: 15 Women Who Made Art and Made History (in That Order)" by Bridget Quinn
- Collage Sourcebook: Exploring the Art and Techniques of Collage by Jennifer Atkinson
- Imagine That!: Activities and Adventures in Surrealism by Joyce Raimondo

Websites and Research:

- Sketch Daily Reference Site
- One of easiest art techniques to do!!!! FROTTAGE - YouTube – Tom Quigley Art
- The 6 BEST techniques using OIL PASTEL [for beginners] - YouTube – Tom Quigley Art
- How to create ABSTRACT ART using mix media techniques - YouTube – Tom Quigley Art

Year 10

GCSE Fine Art is offered as an optional subject, providing students with the opportunity to further their artistic development and deepen their engagement with visual culture. The course follows the AQA Art and Design GCSE Specification, comprising 60% Coursework (Component 1) and 40% Externally Set Assignment (Component 2).

Component 1: Sustained Project (Coursework – 60%)

In Year 10, the emphasis is on nurturing independent learning, critical thinking, and creative exploration. Students are encouraged to develop their technical abilities, experiment with diverse materials and media, and refine their skills through personal inquiry. The course supports the Catholic Social Teaching principle of the Dignity of Work and the Rights of Workers, as students learn to value the artistic process, commit to sustained effort, and take pride in the creation of meaningful work.

Through the study of historical and contemporary artists, students are guided to engage thoughtfully with a range of cultural and contextual influences, aligned with the CST principles of Cultural Understanding and Participation. This cultivates respect for diverse perspectives and strengthens students' ability to communicate complex ideas visually.

Students are expected to produce a portfolio of work (Component 1) that demonstrates a clear progression of skills, creativity, and conceptual understanding. This body of work typically includes sketchbook investigations and larger final outcomes. Previous project titles have included 'Natural Forms', which aligns with the principle of Care for God's Creation, and 'People, Places & Possessions', which invites personal reflection and encourages awareness of the individual's relationship to community, identity, and material culture.

Throughout the course, students are supported in developing not only as artists, but as reflective and responsible individuals who understand the power of visual expression in contributing to both personal growth and the common good.

Skills developed: Year 10 builds upon skills learned in KS3, introducing more advanced techniques and materials in drawing, painting, printmaking, sculpture, and photography. Along with expanding critical thinking skills within the context of art, craft, and design.

Assessment criteria: Developing ideas through investigations, and demonstrating an understanding of sources (AO1)
Refining their work by exploring ideas, experimenting with materials, techniques and processes (AO2)
Recording their ideas, observations and insights that are relevant to their work as it progresses (AO3)
Presenting a personal and meaningful response / outcome (AO4)

Number of lessons per fortnight: 3

Classes: Students are taught in mixed ability classes.

Essential equipment: You will have the opportunity to purchase the art pack at the start of the course. It will include an A3 Sketchbook, pack of sketching pencils x 6 (2b-9b), black water based fine liner, 1x black & 1 x white charcoal pencil, tin of watercolour paints, acrylic paints starter pack (12ml tubes), paint palette, pack of brushes (assorted sizes), rubber, white gel pen, A2 plastic portfolio and A3 project bag and pencil case.

Extracurricular and enrichment opportunities: Visit to Hyde Hall to take part in various art workshops.

Careers curriculum: Students will be exposed to the diverse range of opportunities within the arts and creative industries, fostering an understanding of skills, educational pathways, and practical steps for pursuing an art-related profession.

	Content studied		What parents can do to help
Autumn Term	Coursework 60% of the overall GCSE qualification - Project 2	<ul style="list-style-type: none"> o Explore and investigate different ways of working o Record from a range of observations in response to a theme, using shape, colour, form, pattern and texture o Select, experiment and use a variety of techniques and processes o Explore and respond to a variety of contextual sources and selected artists 	<p>Make sure there is access to appropriate art materials.</p> <p>Encourage exploration and experimentation with different materials and techniques.</p> <p>Visit museums, art galleries, and exhibitions.</p> <p>Encourage self-expression and to develop their own unique style.</p> <p>Don't do the work, offer suggestions, but allow them to think for themselves and make their own mistakes.</p>
Spring Term			
Summer Term	Coursework 60% of the overall GCSE qualification - Project 2 Sustained Project		
Literacy focus	Development Recording Techniques Processes Investigate Exploration Personal Observation	Connection Composition Appropriate Refining Analytical Contextual Sources Sustained <ul style="list-style-type: none"> o Develop ideas from sources in a personal way making connections with others o Refine ideas, make choices, develop opportunities for outcomes o Present work in any appropriate form, o Evidence the four assessment objectives 	

Helpful books and wider reading:

- o Art: The Definitive Visual Guide by Andrew Graham Dixon
- o Art Forms in Nature by Ernst Haeckel
- o Drawing on the Right Side of the Brain" by Betty Edwards
- o Photography + by Mr Jamie Rogers

Websites and Research:

- o GCSE Art and Design - AQA - BBC Bitesize
- o Google Arts & Culture
- o ART2DAY - home
- o Tom Quigley Art - YouTube

Year 11

Component 1: Sustained Project (Coursework – 60%)

In Year 11, students continue to build upon their sustained project that explores a given theme in depth and detail. This project allows students to demonstrate their ability to research, develop ideas, experiment with materials, and refine outcomes in a personal and meaningful way. Evidence of progress across the four assessment objectives will be presented through sketchbooks, development pieces, and a final outcome produced under mock exam conditions.

This process reflects the Catholic Social Teaching principle of the Dignity of Work, as students are encouraged to take pride in their efforts and value the discipline, patience, and creativity required to produce high-quality work. The sustained project also supports Participation, allowing students to explore themes that resonate with their experiences, values, and worldview.

Component 2: Externally Set Assignment (ESA – 40%)

Set by the AQA exam board, the ESA represents the culmination of the GCSE Fine Art course. It will provide students with an open theme, enabling them to pursue individual ideas and develop a personal, artistic response. This component includes a preparatory portfolio of development work followed by a 10-hour practical exam, during which students create their final outcome(s) informed by their research and experimentation.

The open-ended nature of the ESA honours the CST principle of Human Dignity, empowering students to express their unique perspectives, identities, and values through their art. It also reflects the principle of Community and the Common Good, as students often address contemporary issues, cultural identity, and social themes, engaging with the wider world in a reflective and purposeful manner.

Across both components, the GCSE course promotes not only technical excellence and creative growth, but also ethical awareness, independent thought, and an appreciation for the transformative power of visual communication.

Skills developed: Year 11 students will be expected to continue developing their personal portfolio of work. Revisiting and refining relevant skills such as drawing, painting, printmaking, sculpture, and photography.

Assessment criteria: Developing ideas through investigations, and demonstrating an understanding of sources (AO1)
Refining their work by exploring ideas, experimenting with materials, techniques and processes (AO2)
Recording their ideas, observations and insights that are relevant to their work as it progresses (AO3)
Presenting a personal and meaningful response / outcome (AO4)

Number of lessons per fortnight: 3

Classes: Students are taught in mixed ability classes.

Essential equipment: A3 Sketchbook, pack of sketching pencils x 6 (2b-9b), black water based fine liner, 1x black & 1 x white charcoal pencil, tin of watercolour paints, acrylic paints starter pack (12ml tubes), paint palette, pack of brushes (assorted sizes), rubber, white gel pen, A2 plastic portfolio and A3 project bag and pencil case.

Extracurricular and enrichment opportunities: Gallery visit

Careers curriculum: Students will be exposed to the diverse range of opportunities within the arts and creative industries, fostering an understanding of skills, educational pathways, and practical steps for pursuing an art-related profession.

	Content studied		What parents can do to help
Autumn Term	Component 1 - Coursework 60% of the overall GCSE qualification - Project 2 Mock Exam	<ul style="list-style-type: none"> o Explore and investigate different ways of working o Record from a range of observations in response to a theme, using shape, colour, form, pattern and texture o Select, experiment and use a variety of techniques and processes o Explore and respond to a variety of contextual sources and selected artists Develop ideas from sources in a personal way making connections with others o Refine ideas, make choices, develop opportunities for outcomes o Present work in any appropriate form, o Evidence the four assessment objectives	Make sure there is access to appropriate art materials. Encourage exploration and experimentation with different materials and techniques. Visit museums, art galleries, and exhibitions. Encourage self-expression and to develop their own unique style. Don't do the work, offer suggestions, but allow them to think for themselves and make their own mistakes.
Spring Term	Externally set assignment Exam - 40% of the overall GCSE qualification		
Summer Term	10-hour exam		
Literacy focus	Development Recording Techniques Processes Investigate Exploration Personal Observation	Connection Composition Appropriate Refining Analytical Contextual Sources Sustained	

Helpful books and wider reading:

- o Ways of Drawing: Artists' Perspectives and Practices Paperback by Julian Bell
- o Anatomy for the Artist by Sarah Simblet
- o Perspective Made Easy: xii by Ernest Norling
- o The Story of Art without Men by Katy Hessel
- o 101 Mixed Media Techniques: Master the fundamental concepts of mixed media art by Cherril Doty

Websites and Research:

- o GCSE Art and Design - AQA - BBC Bitesize
- o Google Arts & Culture
- o ART2DAY - home
- o Tom Quigley Art - YouTube
- o Home - National Portrait Gallery

Year 12

A Level Fine Art is a dynamic and enriching course that encourages students to become confident, independent, and reflective artists. Through practical exploration, critical analysis, and personal expression, students develop both technical skill and creative insight. Following the AQA Art and Design A Level Specification, comprising 60% Coursework (Component 1) and 40% Externally Set Assignment (Component 2). This course is grounded in the values of Catholic Social Teaching (CST). Students are invited to engage with the world through art—exploring their identity, expressing their beliefs, and responding thoughtfully to cultural, environmental, and ethical issues. The creative process becomes a tool for fostering compassion, dignity, and a deepened understanding of the human experience.

The course begins with a structured series of skills-based workshops rooted in abstraction. Students investigate how artists use formal elements—line, shape, colour, texture, and composition—to express ideas beyond realism. These workshops develop confidence in using a broad range of traditional and experimental materials and processes. This phase encourages creative freedom, problem-solving, and respect for artistic traditions and innovation, reflecting the CST principles.

Personal Investigation (Component 1 – 60%)

Building on the skills developed in the workshops, students begin a Personal Investigation—a sustained, self-directed project on a theme of their choosing. This is supported by a 1,000–3,000 word written essay that explores artists, concepts, and cultural contexts that inform their work. This component offers a powerful opportunity to connect personal interests with global or ethical concerns, such as, identity and human dignity, social inequality and the role of the artist in society or Faith, culture, and spiritual symbolism.

Assessment Objectives (AQA):

AO1 – Develop ideas informed by research and contextual understanding

AO2 – Refine work through materials, processes, and techniques

AO3 – Record ideas using drawing and other visual methods

AO4 – Present a personal and meaningful final outcome(s)

Number of lessons per fortnight: 5

Skills developed: In the early stages of the course, students are introduced to core artistic skills and working methods. These include, approaches to researching and developing ideas through drawing, photography, annotation, and contextual study. The handling of traditional and experimental materials and how to critically engage with the work of artists and art movements. This breadth ensures that students can develop a distinctive and personal approach to their work.

Essential equipment: Pack of sketching pencils x 6 (2b-9b), black water based fine liner, 1x black & 1 x white charcoal pencil, tin of watercolour paints, acrylic paints starter pack (12ml tubes), paint palette, pack of brushes (assorted sizes), rubber, white gel pen, A3 project bag and pencil case, A1 plastic portfolio, oil Tube Set 12 x 12ml tubes, 2 brushes, blending stump set, glue stick, black illustration markers (0.05, 0.1, 0.3, 0.5 & 3.5)

Extracurricular and enrichment opportunities: Life Drawing workshops, Gallery visit, Local visits relevant to the studies and developments of the group as work progresses.

Careers curriculum: A Level Fine Art equips students for progression to art foundation, university, or creative careers in areas such as fine art, illustration, architecture, fashion, and digital design.

	Content studied	
Autumn Term	Abstraction - Workshops to support development of skills	<p>Explore and investigate different ways of working.</p> <p>Record from a range of observations in response to a theme, using the formal elements and principles of design.</p> <p>Select, experiment and use a variety of techniques and processes</p>

	Content studied (continued)		
Spring Term	Personal Investigation (Component 1 – 60%)	Explore and respond to a variety of contextual sources	
Summer Term		Develop ideas from sources in a personal way making connections with others	
		Refine ideas, make choices, develop opportunities for outcomes	
		Evidence the four assessment objectives	
	VISUAL Literacy	WRITTEN Literacy	
	Analysing and interpreting the formal elements and how they are used to create meaning and impact.	Using specific art terminology to describe and analyse artwork effectively in a scholarly manner.	
	Critically examining images, understanding how artists use the formal elements and techniques to convey ideas and messages.	Articulate understanding of visual elements, techniques, and concepts through clear and concise written analysis.	
	Contextualising Art by exploring the historical, social, cultural, and personal contexts that influence the creation and interpretation of art.	An Extended Essay requiring students to delve deeper into a chosen topic, research it thoroughly, and present their findings in a well-structured and academically sound manner.	
What parents can do to help	1. Creating a Supportive Environment: A quiet, well-lit dedicated study space where your child can focus Encourage Independence by encouraging them to explore solutions themselves and develop problem-solving skills Help them organise art supplies making it easier to find what they need Support time management by helping them create a realistic study schedule that includes dedicated time for art projects	2. Fostering Independent Learning: Discuss Learning Styles and help your child tailor their study methods accordingly Encourage Exploration by providing them with a variety of art materials, books, and online resources to inspire creativity Promote Critical Thinking by encouraging them to analyse their own work and the work of others Remind them to embrace mistakes is a natural part of the learning process	3. Understanding the Subject: Research the Course , it's specification and the different components of the course Explore Visual Elements together to enhance their understanding of art and design Encourage visits to art galleries and museums to broaden their exposure to different artistic styles and techniques Engage in Creative Activities together, such as drawing, painting, or crafting, to foster a shared appreciation for art

Wider reading – Conceptual, Contextual and Historical:

- The Shock of the New by Robert Hughes: Explores modern and contemporary art.
- The Story of Art Without Men by Katy Hessel: Provides a perspective on art history from a different angle.
- The Art of Creative Thinking. By Rod Judkins
- Understanding Modern Art (Isms) by Sam Phillips
- Art: The Definitive Visual Guide, by Andrew Graham-Dixon

Wider reading – Skills and techniques:

- Drawing and Painting: materials and techniques for contemporary artists. By Kate Wilson
- Art & Design: Student Handbook, by Richard Hickman
- Ways of Drawing: Artists' Perspectives and Practices Paperback by Julian Bell
- Anatomy for the Artist by Sarah Simblet
- Alternative Art Surfaces: Mixed-Media Techniques for Painting on More Than 35 Different Surfaces

Websites and Research:

- Preparing for the Personal Study - ARTPEDAGOGY
- Colossal: Explore contemporary art, craft, photography, and the natural world.
- Google Arts & Culture
- ART2DAY - home
- Home - National Portrait Gallery

Year 13

Component 1: Sustained Project (Coursework – 60%)

In Year 13, students continue to build upon their personal investigation. They are encouraged to make informed, personal, and purposeful decisions, creating a meaningful body of work that reflects intellectual, emotional, and moral engagement. Evidence of progress across the four assessment objectives will be presented through sketchbooks, development pieces, and an outcome produced under mock exam conditions. Each assessment objective aligns with CST by reinforcing the value of inquiry, the dignity of expression, and the responsibility to contribute meaningfully to culture and community. More importantly, it nurtures young people who are visually literate, ethically aware, and empowered to use creativity as a force for truth, beauty, and social good—values central to both Catholic education and contemporary society.

Component 2: Externally Set Assignment (ESA – 40%)

In the final stage of the course, students respond to a theme set by the exam board. This Externally Set Assignment (ESA) includes a preparatory period and a final 15-hour practical exam, during which students create a resolved piece. The open-ended nature of the task allows students to respond in a way that reflects their voice, their values, and their artistic growth.

The course helps students grow as reflective, compassionate, and culturally aware individuals, capable of using creativity as a force for positive expression and social understanding—values at the heart of Catholic education.

Number of lessons per fortnight: 5

Skills developed: Year 13 students will be expected to continue developing their personal investigation. Revisiting and refining relevant skills such as drawing, painting, printmaking, sculpture, and photography.

Essential equipment: Pack of sketching pencils x 6 (2b-9b), black water based fine liner, 1x black & 1 x white charcoal pencil, tin of watercolour paints, acrylic paints starter pack (12ml tubes), paint palette, pack of brushes (assorted sizes), rubber, white gel pen, A3 project bag and pencil case, A1 plastic portfolio, oil Tube Set 12 x 12ml tubes, 2 brushes, blending stump set, glue stick, black illustration markers (0.05, 0.1, 0.3, 0.5 & 3.5)

Extracurricular and enrichment opportunities: Gallery visits both in the UK and Europe, should they be relevant to the studies and developments of the group as work progresses.

Careers curriculum: A Level Fine Art equips students for progression to art foundation, university, or creative careers in areas such as fine art, illustration, architecture, fashion, and digital design.

	Content studied	
Autumn Term	Personal Investigation (Component 1 – 60%) 5-hour mock exam	Explore and investigate different ways of working. Record from a range of observations in response to a theme, using the formal elements and principles of design.
Spring Term	Externally set assignment Exam 40% of the overall qualification	Select, experiment and use a variety of techniques and processes
Summer Term	15-hour exam	Explore and respond to a variety of contextual sources Develop ideas from sources in a personal way making connections with others Refine ideas, make choices, develop opportunities for outcomes Evidence the four assessment objectives

	VISUAL Literacy	WRITTEN Literacy
	<p>Analysing and interpreting the formal elements and how they are used to create meaning and impact.</p> <p>Critically examining images, understanding how artists use the formal elements and techniques to convey ideas and messages.</p> <p>Contextualising Art by exploring the historical, social, cultural, and personal contexts that influence the creation and interpretation of art.</p>	<p>Using specific art terminology to describe and analyse artwork effectively in a scholarly manner.</p> <p>Articulate understanding of visual elements, techniques, and concepts through clear and concise written analysis.</p> <p>An Extended Essay requiring students to delve deeper into a chosen topic, research it thoroughly, and present their findings in a well-structured and academically sound manner.</p>
What parents can do to help	<p>1. Creating a Supportive Environment:</p> <p>A quiet, well-lit dedicated study space where your child can focus</p> <p>Encourage Independence by encouraging them to explore solutions themselves and develop problem-solving skills</p> <p>Help them organise art supplies making it easier to find what they need</p> <p>Support time management by helping them create a realistic study schedule that includes dedicated time for art projects</p>	<p>2. Fostering Independent Learning:</p> <p>Discuss Learning Styles and help your child tailor their study methods accordingly</p> <p>Encourage Exploration by providing them with a variety of art materials, books, and online resources to inspire creativity</p> <p>Promote Critical Thinking by encouraging them to analyse their own work and the work of others</p> <p>Remind them to embrace mistakes is a natural part of the learning process</p> <p>3. Understanding the Subject:</p> <p>Research the Course, it's specification and the different components of the course</p> <p>Explore Visual Elements together to enhance their understanding of art and design</p> <p>Encourage visits to art galleries and museums to broaden their exposure to different artistic styles and techniques</p> <p>Engage in Creative Activities together, such as drawing, painting, or crafting, to foster a shared appreciation for art</p>

Wider reading – Conceptual, Contextual and Historical:

- Ways of Seeing: A book that encourages critical thinking about art.
- Your Brain on Art: Explores how the arts transform us.
- A Whole World Of Art: A book that takes the reader on an artistic journey around the world.
- Art Is... (Bob Raczk's Art Adventures): A book that encourages art appreciation and exploration.
- Art is a Way of Knowing: A book that explores the relationship between art and knowledge.

Wider reading – Skills and techniques:

- Drawing and Painting: materials and techniques for contemporary artists. By Kate Wilson
- Tate: Master Oils: Painting techniques inspired by influential artists. By Selwyn Leamy
- Art & Design: Student Handbook, by Richard Hickman
- Ways of Drawing: Artists' Perspectives and Practices Paperback by Julian Bell
- Anatomy for the Artist by Sarah Simblet
- Alternative Art Surfaces: Mixed-Media Techniques for Painting on More Than 35 Different Surfaces

Websites and Research:

- Preparing for the Personal Study - ARTPEDAGOGY
- Colossal: Explore contemporary art, craft, photography, and the natural world.
- Google Arts & Culture
- ART2DAY - home
- Home - National Portrait Gallery