

## Curriculum Overview – Art

Year	Overview	Autumn	Spring	Summer	Student Resources
7	<p><b>Year 7 Overview – Still Life</b> Students explore the art hidden in everyday objects, even those society overlooks. From crisp packets to cardboard and bugs, they learn to observe closely, draw carefully, and think creatively about the world around them.</p> <p>Throughout the year, students develop core skills in tonal and colour theory, observational drawing, printmaking, sculpture, and textiles. They move from 2D to 3D work, learning how to build structure, apply surface decoration, and use the formal elements with intent.</p>	<p><b>Tonal Theory &amp; Observation</b> Students are introduced to the formal elements of art and explore tonal theory through observational drawing. They develop mark-making techniques and learn how to render 2D forms to appear 3D using shading. Students apply these skills to still life studies and drawings of insects. The grid method is introduced to support proportional accuracy.</p> <p><b>Printmaking</b> Students translate their observational drawings into simple prints, reinforcing their understanding of line, tone, and composition through relief or mono-printing techniques.</p> <p><b>Artists</b> Ernst Haeckel &amp; Angie Lewin</p>	<p><b>Colour Theory &amp; Application</b> Students explore the fundamentals of the colour wheel, learning key concepts such as primary, secondary, complementary, and analogous colours. They develop their painting skills through mixing and blending, applying colour theory to create meaning in their observational drawings of everyday objects.</p> <p><b>3D Sculpture</b> Inspired by Michael Craig-Martin's bold object drawings, students select and simplify objects before translating them into 3D sculptures using cardboard. Emphasis is placed on colour application, construction techniques, and creating visual impact through shape, scale, and composition.</p> <p><b>Artists</b> Michael Craig-Martin &amp; Ana Serrano</p>	<p><b>Structure &amp; Surface Decoration</b> Students design and construct soft sculptures inspired by crisp packets and everyday packaging. Using felt and basic sewing techniques, students translate 2D designs into 3D outcomes. They explore how to join surfaces and planes together, applying surface decoration to enhance structure and visual identity.</p> <p><b>Artists</b> Lucy Sparrow &amp; Pop Art Packaging Design</p>	<ul style="list-style-type: none"> <li>➤ A guide to the formal elements <a href="https://onlineartlessons.com/tutorial/7-elements-of-art/">https://onlineartlessons.com/tutorial/7-elements-of-art/</a></li> <li>➤ Guides on shading <a href="https://www.creativeblog.com/features/shading-theory-guide">https://www.creativeblog.com/features/shading-theory-guide</a></li> <li>➤ Information about colour theory <a href="https://www.bbc.co.uk/bitesize/topics/zhjmkn7/articles/zygkqyc">https://www.bbc.co.uk/bitesize/topics/zhjmkn7/articles/zygkqyc</a></li> <li>➤ <a href="https://theartteacher.net/category/art-lessons-and-activities/ks3-art-design-activities/">https://theartteacher.net/category/art-lessons-and-activities/ks3-art-design-activities/</a></li> <li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li> <li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li> <li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li> <li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li> </ul>
8	<p><b>Year 8 Overview – Travel</b> Students explore the theme of travel through culture, mythology, and movement across time and place. They investigate how artists represent literal, emotional, and symbolic journeys through materials, form, and storytelling.</p> <p>Across the year, students build on their understanding of the formal elements through experimental drawing, cultural research, and critical reflection. They work with a wide range of media, including ink, print, sculpture, and digital design. Students respond to traditions from Japan, Mexico and Greece, reinterpret myths through contemporary visual language, and question who art belongs to.</p> <p>By the end of the year, students will have developed greater independence, annotation skills, and media confidence, producing personal, culturally aware outcomes.</p>	<p><b>Mark Making &amp; Media Exploration - Japan</b> Students explore Japanese art traditions to deepen their understanding of the formal elements. Through observational drawing and experimental techniques, students work with wet and dry media including sumi-e ink, brushwork, and printmaking. Negative space and mark making are key focuses, helping students add depth and dimension to their work.</p> <p><b>Sculptural Extension</b> Students are introduced to origami as a form of 3D construction, reinforcing structure, pattern, and precision. Annotation and critique are embedded throughout to build reflective practice and develop vocabulary.</p> <p><b>Artists</b> Toko Shinoda &amp; Sumi-e</p>	<p><b>Cultural Identity &amp; 3D Design - Mexico</b> Students explore the visual culture of Mexico through the traditions of Día de los Muertos and Lucha Libre. They develop 3D outcomes inspired by these themes, using mod-roc to create expressive luchador masks and clay to sculpt calavera skulls. Students explore how materials can be used to communicate identity, symbolism, and performance.</p> <p>Through observational drawing and media experimentation, students refine their designs, developing confidence in manipulating form, texture, and surface decoration. Contextual links to Mexican art and culture deepen their understanding of shape, pattern, and structure in 3D work.</p> <p><b>Artists</b> Saner (Edgar Flores) &amp; Lourdes Villagómez</p>	<p><b>Power, Myth &amp; Ownership - Greece</b> Students explore the theme of mythology and ownership in art, using the Elgin Marbles as a starting point for critical discussion and creative response. They investigate how cultural artefacts are represented, reproduced, and questioned in contemporary contexts.</p> <p><b>Mixed Media &amp; Digital Reinvention</b> Through collage, oil pastel, monoprinting and digital manipulation, students reinterpret classical Greek statues and architecture. Mythological references and vaporwave aesthetics are used to create layered, personal responses that question meaning, value, and appropriation in art. Critical analysis and annotation underpin the development of mixed media outcomes.</p> <p><b>Artists</b> Classical Sculpture &amp; Vaporwave</p>	<ul style="list-style-type: none"> <li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li> <li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li> <li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li> <li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li> <li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li> <li>➤ <a href="https://www.moma.org/calendar/exhibitions/5368">https://www.moma.org/calendar/exhibitions/5368</a></li> </ul>
9	<p><b>Year 9 Overview – Portraiture</b> In Year 9, students take on the challenge of portraiture to develop their technical skill and creative confidence. They study facial structure, proportion, and tone, using both traditional and digital methods to explore how identity can be expressed through different media.</p> <p>Over the year, students experiment with drawing, collage, photography, and graphic manipulation. From stylised line and paper surgery to bold painted portraits, they discover multiple ways of working and begin to identify their own artistic strengths. This prepares them for the demands of GCSE and allows them to explore the possibilities of Fine Art, Photography, and Graphics as future pathways.</p>	<p><b>Portraiture &amp; Proportion</b> Students develop their observational drawing skills with a focus on facial proportion and the formal elements of portraiture. They study the structure of the face through guided exercises and refine their understanding of individual facial features, tone, and symmetry.</p> <p>Inspired by the work of Julian Opie, students simplify form to explore identity through stylised line and shape. The unit builds drawing confidence and prepares students for more independent creative decision-making later in the year.</p> <p><b>Artists</b> Julian Opie &amp; Ingres</p>	<p><b>Paper Surgery &amp; Digital Identity</b> Students explore the theme of portraiture through paper surgery, a collage-based process of deconstructing and reconstructing photographic imagery. Inspired by the work of Carlo Muttoni and contemporary graphic designers, students use photography, cutting, layering, and Photoshop to create expressive and experimental portraits.</p> <p>Through transformation of scale, colour, and composition, students investigate how texture and balance can be used to communicate identity and emotion. The unit focuses on developing media confidence, refining visual outcomes, and understanding how structure and meaning are conveyed without drawing.</p> <p><b>Artists</b> Carlo Muttoni &amp; Lola Dupré</p>	<p><b>Activism &amp; Painted Identity</b> Students explore the connection between portraiture, activism, and visual impact through the work of Shepard Fairey. Building on their earlier exploration of identity, they create painted portraits in a bold, graphic style that emphasises tone, contrast, and message.</p> <p>Through guided work, students develop their understanding of how colour, media, and design choices affect meaning. They refine their tonal painting skills in preparation for KS4 and begin to recognise how visual language can be used to reflect values, beliefs, or aspects of identity.</p> <p><b>Artists</b> Shepard Fairey &amp; Swoon</p>	<ul style="list-style-type: none"> <li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li> <li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li> <li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li> <li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li> <li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li> <li>➤ <a href="https://swoonstudio.org/">https://swoonstudio.org/</a></li> <li>➤ <a href="https://beyonddwalls.org/artists/smug/">https://beyonddwalls.org/artists/smug/</a></li> <li>➤ <a href="https://obeygiant.com/">https://obeygiant.com/</a></li> <li>➤ <a href="https://www.moma.org/artists/1037">https://www.moma.org/artists/1037</a></li> <li>➤ <a href="https://www.misswilcox.com/">https://www.misswilcox.com/</a></li> <li>➤ <a href="https://kehindewiley.com/">https://kehindewiley.com/</a></li> <li>➤ <a href="https://mickalene-thomas.com/">Mickalene Thomas</a></li> </ul>

## Curriculum Overview – Art

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
10	<p><b>Portfolio and coursework creation.</b></p> <p><b>Investigating and responding to the theme ‘Natural Forms’</b></p> <p>By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate, and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be able to critically analyse artists’ work and produce a thought-provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes.</p>	<p><b>Coursework portfolio point –</b> AO3 - Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and techniques to support the grading process, in line with OCR’s grading criteria.</p>	<b>Key Stage 4 Formal Assessments –</b> Holistic grading against OCR marking grid encompassing AO3.	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and techniques to support the grading process, in line with OCR’s grading criteria.</p> <p>Additional assessment of artist research pages and responses to the artist’s work.</p>	<b>Key Stage 4 Formal Assessments –</b> Holistic grading against OCR marking grid encompassing AO1 & AO3.	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<b>Five hour mock –</b> Holistic grading against OCR marking grid encompassing all AOs.	<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://artuk.org/">https://artuk.org/</a></li><li>➤ <a href="https://www.muddycolors.com/">https://www.muddycolors.com/</a></li></ul>
		<p><b>Assessment</b> Portfolio Holistic grading against OCR marking grid encompassing AO3.</p>		<p><b>Assessment</b> Portfolio Holistic grading against OCR marking grid encompassing AO1 &amp; AO3.</p>		<p><b>Assessment – Five hour mock</b> Portfolio Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		
11	<p><b>Completion of portfolio.</b></p> <p><b>OCR set task.</b></p> <p>By the end of the year students will be able to demonstrate mastery in recording from observation, developing ideas and exploring media and techniques. They will be able to confidently and independently realise this body of work and research in an original and sophisticated final piece. They will be able to critically evaluate and comment on their work both visually and verbally.</p>	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<b>Year 11 Mock Examinations A –</b> 5-hour mock	<p><b>OCR Set task –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<b>Year 11 Controlled Examination –</b> 10-hours	<b>Course completed</b>		<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://artuk.org/">https://artuk.org/</a></li><li>➤ <a href="https://www.muddycolors.com/">https://www.muddycolors.com/</a></li></ul>
		<p><b>Assessment – Five hour mock</b> Portfolio Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		<p><b>Assessment -</b> Portfolio Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>				

## Curriculum Overview – Photography

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10	<p><b>Portfolio and coursework creation.</b></p> <p><b>Investigating and responding to the theme ‘Who am I?’</b></p> <p>By the end of the year, students will show confidence in researching and responding to photographic sources, using them to inform creative, purposeful image-making. They will be able to discuss photographers’ work with clarity and insight and apply their understanding to develop visually compelling responses. Through independent exploration of camera techniques, editing tools, and composition, students will refine their practice and make thoughtful, well-informed decisions about their work. They will be able to reflect on outcomes with confidence, using technical and visual language to support their evaluations.</p>	<p><b>Coursework portfolio point – AO3 - Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</b></p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p>	<p><b>Key Stage 4 Formal Assessments – Holistic grading against OCR marking grid encompassing AO3.</b></p>	<p><b>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</b></p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p> <p>Additional assessment of artist research pages and responses to the artist’s work.</p>	<p><b>Key Stage 4 Formal Assessments – Holistic grading against OCR marking grid encompassing AO1 &amp; AO3.</b></p>	<p><b>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</b></p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Five hour mock – Holistic grading against OCR marking grid encompassing all AOs.</b></p>	<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">Photography tips</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1</a></li><li>➤ <a href="https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023">https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023</a></li><li>➤ <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></li></ul>
		<p><b>Assessment Portfolio</b></p> <p>Holistic grading against OCR marking grid encompassing AO3.</p>		<p><b>Assessment Portfolio</b></p> <p>Holistic grading against OCR marking grid encompassing AO1 &amp; AO3.</p>		<p><b>Assessment – Five hour mock Portfolio</b></p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		
11	<p><b>Completion of portfolio.</b></p> <p><b>OCR set task.</b></p> <p>By the end of the year, students will be able to capture and construct images with technical precision and creative intent. They will develop and refine their ideas through photographic experimentation and research, building a cohesive body of work. Their final outcomes will reflect originality, purpose, and a confident command of photographic processes. Students will be able to discuss and reflect on their work with insight, both visually and verbally, demonstrating a strong understanding of photographic meaning and intent.</p>	<p><b>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</b></p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Year 11 Mock Examinations A – 5-hour mock</b></p>	<p><b>OCR Set task – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</b></p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Year 11 Controlled Examination – 10-hours</b></p>	<p><b>Course completed</b></p>		<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">Photography tips</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1</a></li><li>➤ <a href="https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023">https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023</a></li><li>➤ <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></li></ul>
		<p><b>Assessment – Five hour mock Portfolio</b></p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		<p><b>Assessment - Portfolio</b></p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>				

## Curriculum Overview – Graphics

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
10	<p><b>Portfolio and coursework creation.</b></p> <p><b>Investigating and responding to the theme ‘Identity’</b></p> <p>By the end of the year, students will confidently gather and apply visual research to inform their design ideas. They will demonstrate a strong understanding of layout, composition, and the formal elements of graphic design in their outcomes. Students will analyse the work of designers with critical awareness and use this insight to develop their own creative responses. Through independent experimentation with materials, techniques, and digital tools, they will make purposeful design choices and evaluate their work with clarity and intent.</p>	<p><b>Coursework portfolio point –</b> AO3 - Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p>	<p><b>Key Stage 4 Formal Assessments –</b> Holistic grading against OCR marking grid encompassing AO3.</p>	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p> <p>Additional assessment of artist research pages and responses to the artist’s work.</p>	<p><b>Key Stage 4 Formal Assessments –</b> Holistic grading against OCR marking grid encompassing AO1 &amp; AO3.</p>	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Five hour mock –</b> Holistic grading against OCR marking grid encompassing all AOs.</p>	<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">Photography tips</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1</a></li><li>➤ <a href="https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023">https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023</a></li><li>➤ <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></li></ul>
		<p><b>Assessment Portfolio</b> Holistic grading against OCR marking grid encompassing AO3.</p>		<p><b>Assessment Portfolio</b> Holistic grading against OCR marking grid encompassing AO1 &amp; AO3.</p>		<p><b>Assessment – Five hour mock Portfolio</b> Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		
11	<p><b>Completion of portfolio.</b></p> <p><b>OCR set task.</b></p> <p>By the end of the year, students will demonstrate confidence in generating and developing ideas through visual research and creative exploration. They will show a strong command of both digital and traditional graphic media, using them to communicate concepts effectively. Students will independently produce a cohesive and original design outcome that reflects their understanding of graphic principles and audience. They will be able to evaluate and discuss their work with clarity, both visually and verbally.</p>	<p><b>Coursework portfolio point –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Year 11 Mock Examinations A –</b> 5-hour mock</p>	<p><b>OCR Set task –</b> AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<p><b>Year 11 Controlled Examination –</b> 10-hours</p>	<p><b>Course completed</b></p>	<ul style="list-style-type: none"><li>➤ The Sainsbury Centre <a href="https://www.sainsburycentre.ac.uk/">https://www.sainsburycentre.ac.uk/</a></li><li>➤ Local exhibitions <a href="https://www.artinnorwich.org.uk/">https://www.artinnorwich.org.uk/</a></li><li>➤ Local Gallery <a href="https://www.yare.org.uk/whats-on">https://www.yare.org.uk/whats-on</a></li><li>➤ Local creative space <a href="https://originalprojects.co.uk/about/">https://originalprojects.co.uk/about/</a></li><li>➤ <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li><li>➤ <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></li><li>➤ <a href="https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf">https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf</a></li><li>➤ <a href="http://www.juliastubbs.co.uk/">http://www.juliastubbs.co.uk/</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">Photography tips</a></li><li>➤ <a href="https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1">https://www.bobbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1</a></li><li>➤ <a href="https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023">https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023</a></li><li>➤ <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></li></ul>	
		<p><b>Assessment – Five hour mock Portfolio</b> Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>		<p><b>Assessment - Portfolio</b> Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 &amp; AO4.</p>				