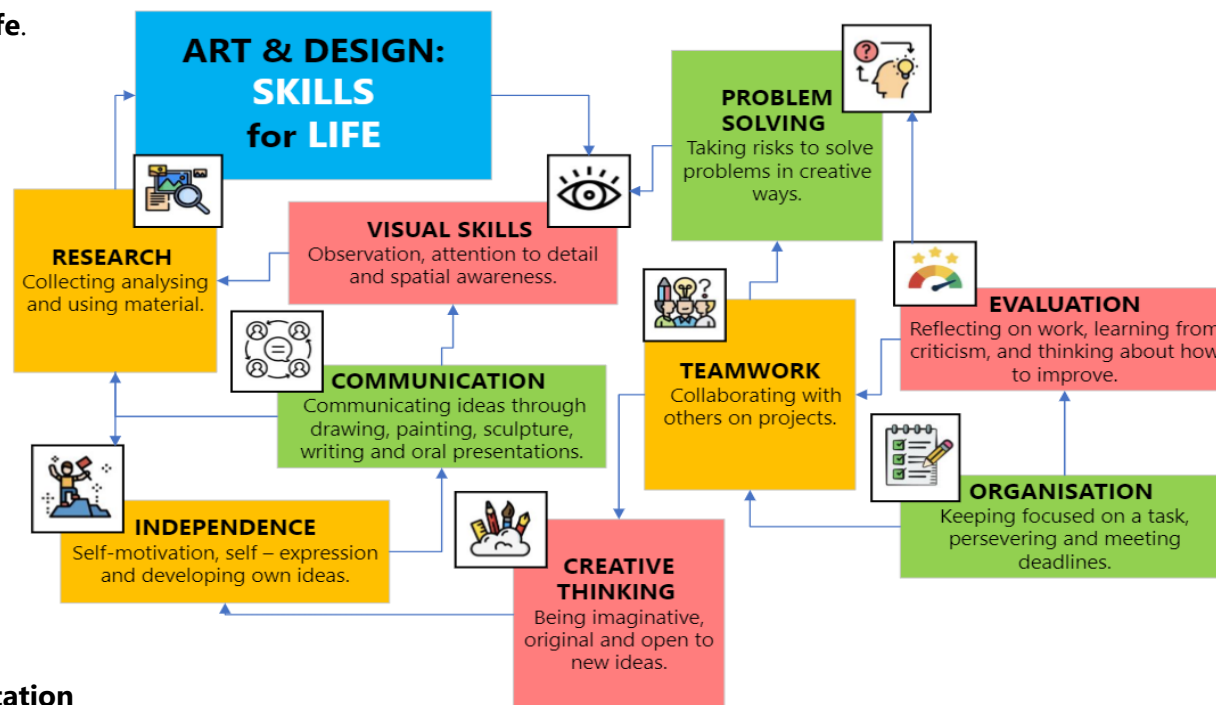
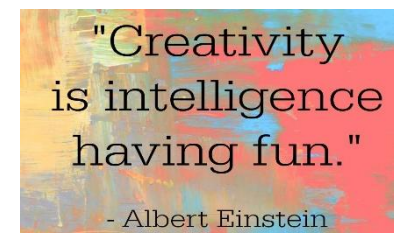




Chosen Hill School - Art and Photography Faculty

Intent

The Art Department at Chosen Hill aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning. The intent of teaching art is to enable students to acquire a range of **Art and Design skills for life**.



Implementation

Our Art curriculum is designed to give students a rich, engaging journey through the **Formal Elements** and a broad range of artistic disciplines. Across a variety of projects, students explore drawing, painting, printmaking, sculpture and mixed-media processes, responding to themes that are relevant, topical and meaningful to young people.

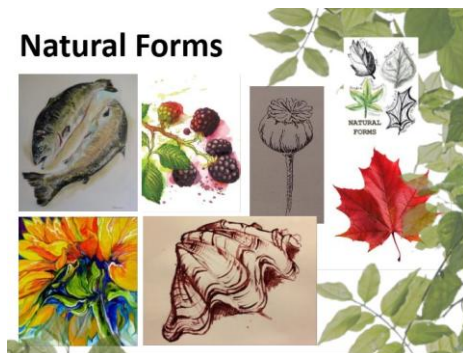
Students learn not only how to apply the Formal Elements—line, tone, colour, space, texture and more—but also how these visual tools communicate ideas and emotions. Visual literacy, critical thinking and contextual understanding underpin the curriculum, helping students recognise how art reflects culture, identity and society.

The study of Art equips students with a range of transferable skills useful in other lessons, the world of work and life. Art is an essential component in preparing young people for life in the twenty-first century and as a department we aim to enable our students to become:

- Successful independent learners who enjoy learning, understand how to make progress, and achieve to their full potential.
- Confident self-managers and team workers who are curious, resilient, and confident in taking creative risks with their work.
- Responsible citizens who recognise and appreciate the wider impact art has on the world around them and enables them to engage with it in an informed way.

Core Aims of the Art Curriculum

- **Creative Expression & Personal Voice:** Support students in expressing ideas, emotions and viewpoints, developing confidence in their own artistic identity.
- **Art History & Cultural Context:** Build understanding of key movements, artists and cultures, exploring how art shapes—and is shaped by—society.
- **Visual Communication:** Teach the fundamentals of composition and the Formal Elements to help students communicate effectively through imagery.
- **Techniques & Media Exploration:** Provide opportunities to experiment with a wide range of materials and processes to discover personal strengths and preferences.
- **Critical Thinking & Analysis:** Develop students' ability to interpret, evaluate and discuss artworks, including their own and their peers'.
- **Artistic Process & Problem-Solving:** Encourage thoughtful planning, experimentation and reflection, building resilience and creative problem-solving skills.
- **Collaboration & Communication:** Promote teamwork through shared projects and activities, showing how art can be a collaborative and community-driven experience.



KS3

At KS3, students complete **two projects per year**, each designed to build core creative skills and introduce a wide range of artistic techniques.

- **Year 7:** *Natural Forms* and *Everyday Tools*
- **Year 8:** *Sweet Treats* and *Architecture*
- **Year 9:** *Portraiture & Identity* and *Personal Possessions*

We have some *fantastic* Artwork from Yr 7's Natural Forms project



We have some *fantastic* Artwork from Yr 8's Sweet Treats project



We have some *fantastic* Artwork from Yr 9's Portraiture project



Do Now Booklet

Every student has a **Do Now Booklet** containing short activities linked to skills and knowledge from previous lessons. These tasks are completed at the start of each lesson while the register is taken, helping students revisit and strengthen prior learning.

Year 7 Art

Name _____ Class _____

Do Now

1- Write one reason we study art?

2- Name one material you can use to make art.

3- Name one artist.

4- How much art and making do you do?

I make art everyday I make art every week or month

I only make art at school Never Other

WELLNESS
AMBITION
TOGETHERNESS
CONFIDENCE
HONESTY

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Natural Forms

WHAT IS A NATURAL FORM?

A Natural Form is an object in nature in its original form.

Examples: Leaves, flowers, pine cones, sea weed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals – in fact anything you can find in nature – complete or part of it.

Page 1

Formal Elements of Art

Line	Tone	Shape	Texture
This refers to the path left by a moving point. Examples: thick, thin, soft, hard, wavy, straight, parallel etc.	This refers to how light or dark something is.	This refers to the area enclosed by a line. It could be just an outline or it could be shaded in.	This refers to the way something feels or looks. Examples: rough, smooth, bumpy, etc.

Testing with pencil – follow teacher instructions

Normal line Holding at middle

Hard continuous line Holding at bottom

Light continuous line Holding at top

Middle tone line With side of pencil

Page 2

Line

This is the path left by a moving point.

Draw different types of lines in the space below for example, thick, thin, soft, hard, wavy, straight, parallel etc

Shape

This is an area enclosed by a line. It could be just an outline or it could be shaded in.

Draw a circle, triangle, square, rectangle and star.

Page 3

Tone

This refers to how light or dark something is.

Shade the boxes from dark to light

Blend from dark to light

Form

This refers to a **three dimensional shape**, such as a cube, sphere or cone.

Draw and shade a sphere to look like the image.

Page 4

Assessment

KS3

There are many forms of Assessment in KS3 Art. Students receive live verbal feedback from their teachers and peers whilst lessons are taking place, allowing them to immediately review, refine and modify their work as it progresses. To small groups and individuals' teachers also use visual, practical demonstrations to enable students to grasp challenging skills and concepts. All students in Y7, 8 and 9 receive feedback on specific skills tasks in their sketchbooks and when appropriate students are encouraged to self-assess and reflect upon their own work, an important element of the creative process in Art lessons.

Each project assesses **two key skills**—for example, a drawing skill followed later by a painting skill.

These skills are marked using an assessment grid, Year 7 example shown opposite, which outlines expectations and provides clear feedback on progress. Example for natural forms project shown opposite.

Student Assessment Skill 1: Drawing

Assessment Band		Score	SKILLS AND TECHNIQUES - Leaf DRAWINGS	Feedback
Exceeding	High	16	I can draw from observation showing a highly developed use of proportion, accuracy and scale. I add a variety of tones and mark making skilfully to show finer details.	• Confident understanding of proportion, accuracy, and composition. • Strong tonal variation and mark-making added to you drawing to create realistic leaves. • Excellent attention to finer details — your drawings demonstrate both technical control and creative expression. • Tone is blended smoothly from light to dark next enhance 3D forms with a rubber to create highlights.
	Mid	15		
	Mid	14		
	Lower	13		
Meeting	High	12	I can draw from observation using proportion, accuracy and scale. I consistently add a range of tones to my work, shading neatly and mark making is used effectively to add detail.	• Good overall proportions and a clear sense of scale in the leaves. • Tones are used effectively, but could be pushed further to show finer details and depth. • Try to use a wider range of mark-making techniques to enhance realism and texture. • Add a wider range of light and dark tones to your leaf drawings before using a rubber to create highlights.
	Mid	11		
	Mid	10		
	Lower	9		
Developing	High	8	I can draw from observation with some use of proportion, accuracy and scale. Detail is added to my work with some tones and mark marking.	• The basic form and structure of the leaves are recognizable. • Some tonal work is evident but your drawing lacks contrast and depth. Aim to use between 3-5 tones to show form. • Work on refining lines and proportions to make the image more accurate and realistic. • Sketch lightly the basic shapes and outlines of the leaves before adding tones for more accuracy.
	Mid	7		
	Mid	6		
	Lower	5		
Emerging	High	4	I can make attempts to draw from direct observation.	• There is an attempt to represent objects from observation, but proportions and structure need improvement. • Shading and mark-making are minimal or not clearly defined. • Focus on studying objects more closely and practicing basic shapes before adding detail. • Pay attention to basic shapes and proportions sketching outlines lightly before adding detail.
	Mid	3		
	Mid	2		
	Lower	1		

Student Assessment Skill 2: Mixed Media

Assessment Band		Score	SKILLS AND TECHNIQUES - Ernst Haeckel Inspired Mixed Media piece	Feedback
Exceeding	High	16	I can draw from observation creating a highly developed Mixed Media piece with excellent proportion, scale, composition and detail. Skilful use of a wide range of tones and mark-making to enhance realism.	• Composition is balanced and visually engaging. Background elements are seamlessly integrated, enhancing the composition. • Mark-making is varied and purposeful, enhancing texture and form effectively. • Excellent attention to finer details — your drawings demonstrate both technical control and creative expression. • Strong tonal variation is layered and blended smoothly, a clear contrast between highlights and shadows to enhance form.
	Mid	15		
	Mid	14		
	Lower	13		
Meeting	High	12	I can draw from observation creating a Mixed Media piece with excellent proportion, scale, composition and detail. I consistently use of a wide range of tones and mark-making to enhance realism.	• Composition is visually engaging and mostly balanced, background elements could be more organised • Tones are used effectively, but could be pushed further to show finer details and depth. • Try to use a wider range of mark-making techniques to enhance realism and texture. • Light and dark tones are layered and blended smoothly, a clear contrast between highlights and shadows to enhance form.
	Mid	11		
	Mid	10		
	Lower	9		
Developing	High	8	I can draw from observation creating a Mixed Media piece with some use of proportion, accuracy and scale. Detail is added to my work with some tones and mark marking.	• The basic form and structure of the natural form is recognisable but lacks refinement in detail close observation needed. • Some tonal work is evident but your drawing lacks contrast and depth. Aim to use between 3-5 tones to show form. • Basic mark-making techniques used try to use a wider range of mark-making techniques to enhance realism and texture. • Composition needs more attention, a variety of background elements are used but feel disconnected from the main image.
	Mid	7		
	Mid	6		
	Lower	5		
Emerging	High	4	I can make attempts to draw from direct observation creating a Mixed Media piece. Limited detail is added to my work with minimal shading and mark-making.	• There is an attempt to represent objects from observation however, the shapes are inconsistent with Haeckel's forms. • Some tonal work and mark-making is used but very minimal lacking contrast and depth. Drawing appears flat in areas. • Focus on studying natural forms more closely and practice tonal variation and mark-making to create realistic details. • Composition is unclear or disorganised. Some background elements are not used or distract from the main image.
	Mid	3		
	Mid	2		
	Lower	1		

GCSE Art & Design (AQA Fine Art)

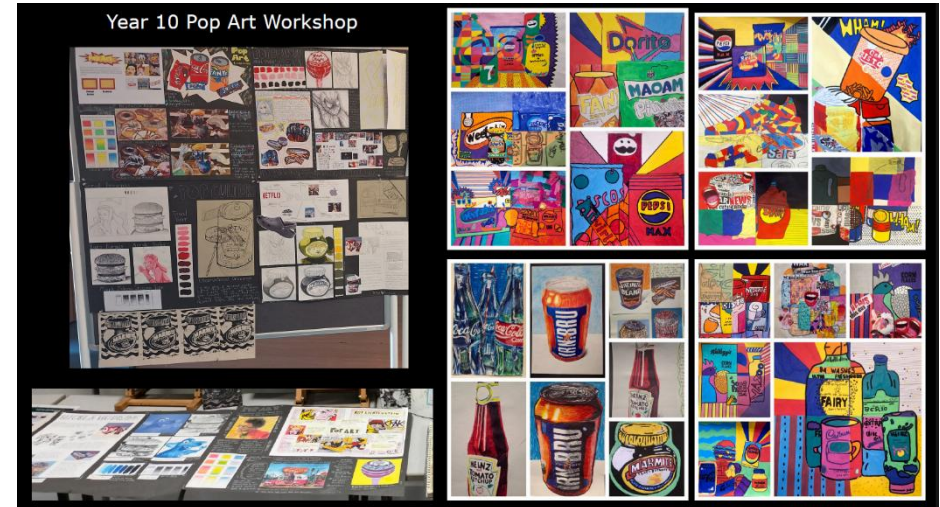
Students begin the AQA GCSE Fine Art course by completing a series of skills-based foundation projects, covering drawing, painting, printmaking, mixed media and annotation. These introductory projects provide students with a strong technical toolkit that they will continue to develop throughout the course.

During these projects, students learn how to:

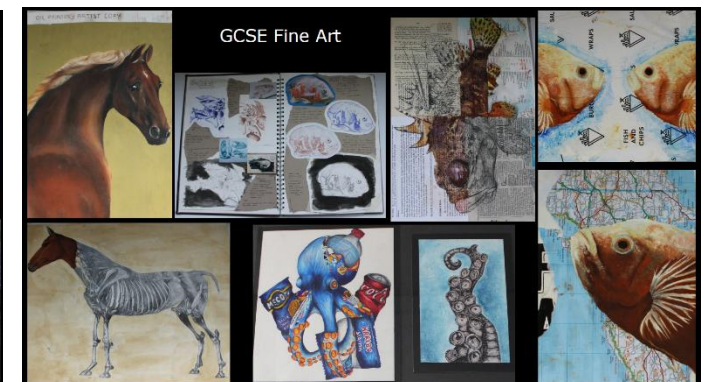
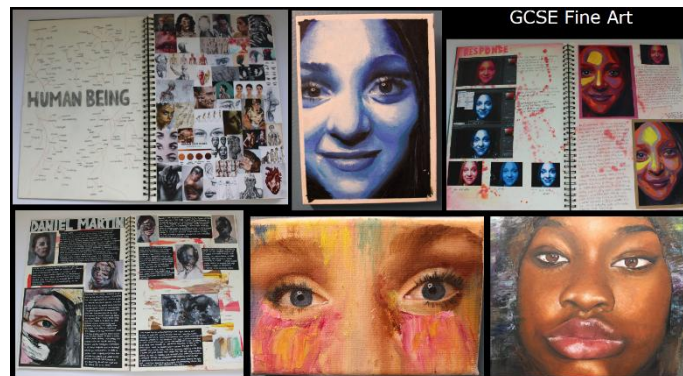
- Explore and analyse the work of artists, designers and craftspeople
- Record ideas through drawing, photography and written annotation
- Experiment with materials, techniques and processes
- Present and refine their work effectively

These skills directly support the AQA Assessment Objectives:

- AO1: Develop ideas through investigations informed by artists and contextual sources
- AO2: Refine work through experimenting with materials, techniques and processes
- AO3: Record ideas, observations and insights
- AO4: Present a personal and meaningful final response



After the foundation stage, students begin their main coursework project, working from a theme set by the department. This project continues into Year 11 until January, when students begin their Externally Set Task (exam project) issued by AQA.



GCSE Photography (AQA)

Students begin the GCSE Photography course with a series of skills-building projects that introduce camera functions, composition, lighting, editing techniques and physical image manipulation. Many early projects focus on the Formal Elements, giving students a strong technical base for future work.

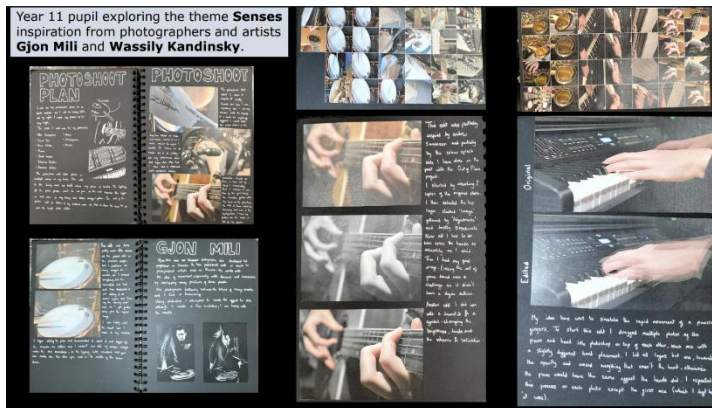
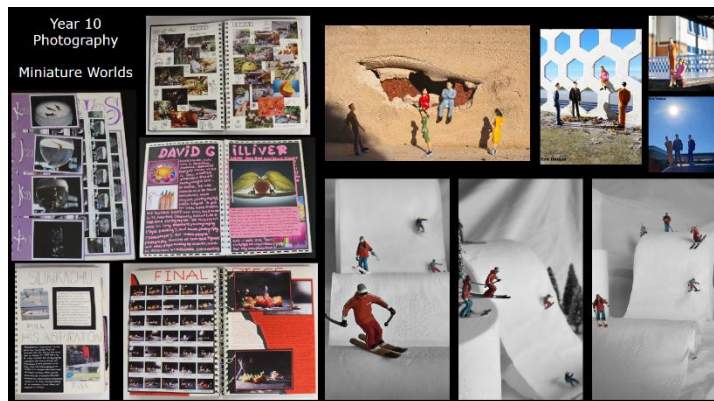
Throughout these projects, students learn to:

- Explore and respond to the work of photographers and visual artists
- Capture and edit photographs using both digital and physical processes
- Annotate, analyse and present their work effectively
- Experiment with creative techniques such as collage, layering, distortion and mixed media

Work may be completed digitally (PowerPoint) or physically in a sketchbook, and all students produce physical image manipulation outcomes.

Students then move on to their main coursework project, which continues into Year 11 until the Externally Set Task begins in January.

All work is assessed using the AQA Assessment Objectives (AO1–AO4).



A Level Fine Art (AQA)

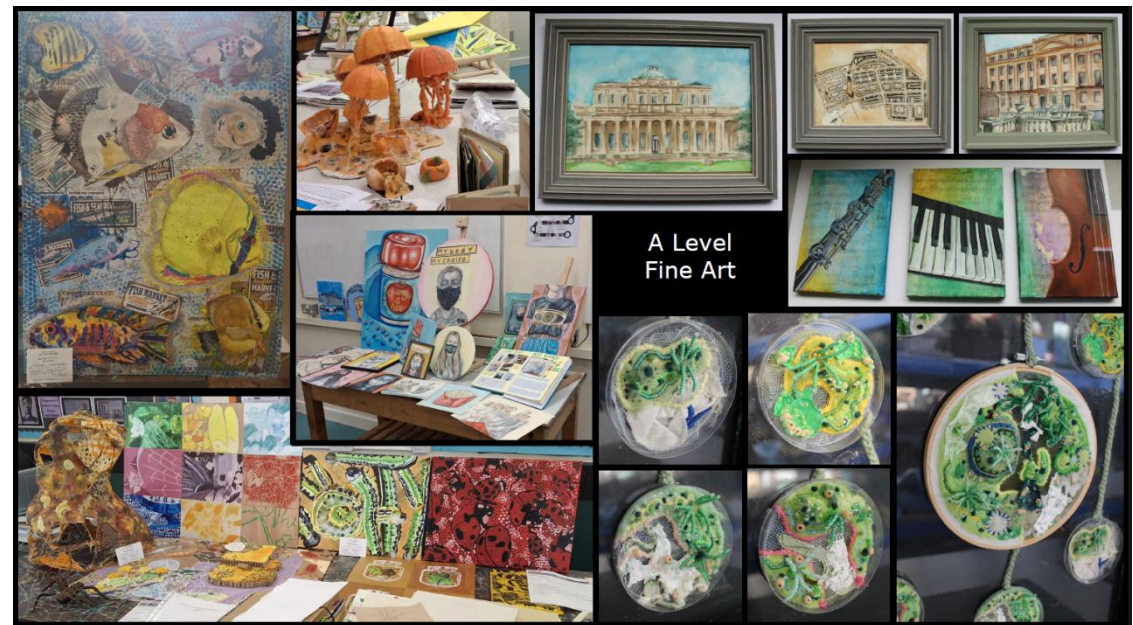
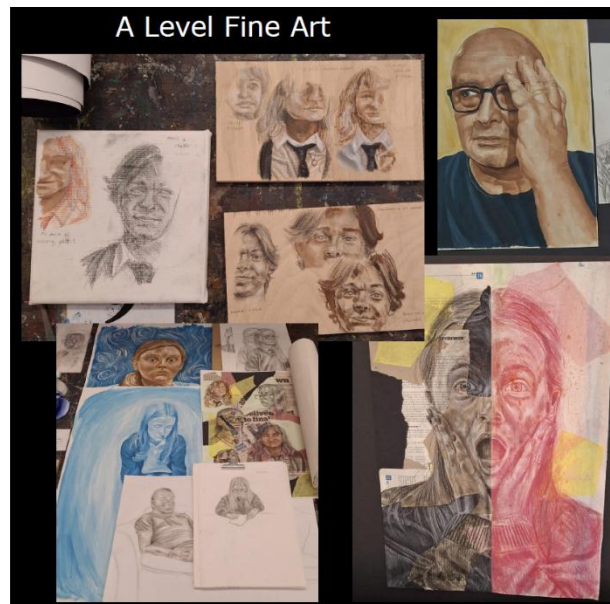
Students begin with a series of skill-building mini-projects, covering drawing, painting, printmaking, mixed media and contextual research. These projects refine technical ability and prepare students for their major coursework project.

Component 1 – Personal Investigation (60%)

- Begins at the end of Year 12 and continues until January of Year 13
- Students choose their own theme
- Assessed using the AQA Assessment Objectives (AO1–AO4)
- Includes a written element (1,000–3,000 words)
- Work is presented in a sketchbook and on boards

Component 2 – Externally Set Assignment (40%)

- AQA provides a selection of starting points
- Students have approximately 11 weeks to prepare
- Followed by a 15-hour practical exam (over 3 days)



A Level Photography (AQA)

Students begin with mini-projects that develop skills in:

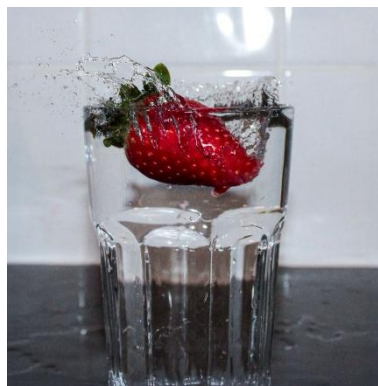
- Camera control and composition
- Studio and natural lighting
- Digital editing (Photoshop or equivalent)
- Physical and mixed-media image manipulation
- Research and contextual analysis

Component 1 – Personal Investigation (60%)

- Begins at the end of Year 12 and continues until January of Year 13
- Students choose their own theme
- Assessed using AO1–AO4
- Work may be presented digitally or in a sketchbook

Component 2 – Externally Set Assignment (40%)

- AQA provides a choice of themes
- Students complete around 11 weeks of preparatory work
- Followed by a 15-hour practical exam (over 3 days)



KS4 & KS5 Assessment

Students studying GCSE and A Level Art & Photography receive continuous, high-quality feedback to support strong progress and independent improvement.

Feedback & Assessment Overview

- Teachers give live verbal feedback throughout lessons, allowing students to refine work immediately.
- Students use progress checklists to monitor coursework, deadlines and next steps, with space for teacher and self-assessment.
- Each skills-based project includes targeted mid-point feedback and detailed written feedback at the end.
- All work is assessed using the AQA Art & Design Assessment Objectives (AO1–AO4):
 - AO1: Develop ideas informed by artists/photographers
 - AO2: Refine work through experimentation
 - AO3: Record ideas, observations and insights
 - AO4: Present a personal and meaningful final response
- Students receive current and most likely grades three times per year.
- GCSE Photography students also receive live written feedback in sketchbooks or digital portfolios.