



ART & DESIGN CURRICULUM OVERVIEW

Mrs J. Evans

September 2026



Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.



Homework Timetable 2026-2027

	Homework
7	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history.
8	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history. Research skills will be built on from Year 7 research homeworks.
9	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history.Independent research and creativity developmental skills from year 7 and 8.

Curriculum Plan 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Focus on formal elements Saints Day: Saint Nicolas, Patron Saint of Cakes or Saint Elizabeth patron of bakers. Cross curricular: Food Tech	Theme: FOOD Drawing development/ techniques Line, Shape, Tone, Form, Formal elements: Copy of Formal Elements 2026 27.pptx	Colour Theory: Tint, Tone, Hue, Shade. https://docs.google.com/presentation/d/1HdlbwJYhoGsE7r077rvqkSevshgamFYEh7GVVoVoliCE/edit?slide=id.g10a6534af56_1_25#slide=id.g10a6534af56_1_25	Development: Artist analysis and personal response. Recapping on formal elements.	Under The Microscope: Drawing Skills Cross curricular Science Drawing development/ techniques: Line, shape, form, value.	Under The Microscope: Textile Art Pattern and composition through embroidery and sublimation printing.	Under The Microscope: Development, 3D embroidery, embellishment, and composition.	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history.
Artists and craft people will be investigated throughout the years 7 to 9 to explore the history and diverse nature of careers in art and design.	Food: Drawing Skills Exploration of drawing techniques and shape recognition. Formal elements of shape, line, form, pattern, texture, colour and value will be used. With historical links to contemporary and historical artists/styles. CST: Creation and environment, Options for the Poor, The Common good. Links to how food is produced and is created and how all of the formal elements can link to the shape of the world, the colours we see in food and how colour represents different things to different cultures, the shapes we can see in food and the world around us,	Food: Colour Explore the formal elements of art and develop an understanding of colour. Colour theory, including tint, tone, hue, and shade, will be investigated. Watercolour techniques to be used to complete a neurographic art painting with a focus on mindfulness, meditation and reflection. CST: The Common Good. Options for the Poor CST: Dignity	Food: Creative Collage Looking at the artist Nancy Standlee and how she uses Collage to develop creative images of food using found paper recycled materials and mixed media.. CST: Creation and environment Recycling working to save the environment..	Under The Microscope: Drawing Skills Cross curricular Science Revisit drawing skills learnt in Term 1 and 2 Develop skills by working in mixed media. CST: Creation and environment	Under The Microscope: Textile Art Explore traditional textile skills such as hand embroidery and appliqué, alongside contemporary surface design using sublimation collage. Options for the poor	Under The Microscope: Research the fibre artist Jessica Grady to explore 3D embroidery techniques and Clari Reis to focus on composition and presentation. Dignity	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history.

Year 8 Saints Day: Saint Nicolas, Patron Saint of Cakes or Saint Elizabeth patron of bakers. Cross Curricular: Food Tech	Mixed Media: Drawing Skills https://docs.google.com/presentation/d/1m7tqCbgFlrPmho6aZzCgpj9MUjV_V-Lw/edit?slide=id.p2#slide=id.p2Recap formal elements:https://docs.google.com/presentation/d/15rLEiSc0edgfPs5QgzvHVb2wcsAbBf-zlAgKRNNk_Y/edit?slide=id.g3895ef69e84_0_13#slide=id.g3895ef69e84_0_13	Artist Research:Mood Board linked to the ocean coral etc Dale Chihuly https://docs.google.com/presentation/d/12uPzQdgy-cDeUR_Y-L1DehtwV8tqU0K-edfUapw-sharingkoud-100742138064020907038tropol-tuo8sch-tuo8hrist research Ceramic work that links to CST creation and the environment Lisa Stephens https://docs.google.com/presentation/d/1dtdmQWd11XvgBuGPA2htyGdeEmRM0eddi	Development: Textural Half Pinch pots made to represent bleached coral. Curriculum links to geography and science. CST creation and the environment Curriculum links to geography and science.	Development: Textural Half Pinch pots made to represent bleached coral.	Cultural inspired Shoe design (product design) Recap of the formal elements through product design.Front cover designMood boards linked to chosen culture.Line , Shape, texture, Colour, Form, Line, Pattern, Tone, ValueCST The Common good we all need to have shoes. Option for the poor.	Copy of Cultural inspired shoes Y7 2026.pptx	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history. Research skills will be built on from Year 7 research homeworks
Developing prior learning of formal elements from year 7. Exploring and creating issue-based artwork.	Natural Forms: Marine Life Investigations using a variety of research from both secondary and first-hand observations. Looking at Line, tone, texture, shape, form, and pattern. CST: Creation and environment	Marine Life: Environmental Issues Research and discussion into the impact of pollution in the oceans. Focus on recycling using fabric remnants to create artwork and to convey the message of protecting the living world. CST: Creation and environment	Marine Life:Further investigation into coral bleaching as a result of pollution. Development of ideas into 3D clay work to produce a textural tile with a focus on pattern, representing the beauty and damage to coral reefs. CST: Creation and environment				
Year 9 Saints Day	Theme: landscapes; David Hockney linkedWoven landscapesWatercolour collage landscapes Recap Watercolour techniques and add a new skill base. Sublimation printing (textiles)	Arts and Crafts: Paper/ Textiles CST: Peace The common good Solidarity CST: Creation and the environment	Development: Key art Vocab development of a wide variety of art, craft and design techniques	Creative words: Development: Key art Vocab development of a wide variety of art, craft and design techniques.https://docs.google.com/presentation/d/1McIHuCV_4FNQ0aB5YgFlx71YluIDVBOFQ_bjFGKQZPE/edit?slide=id.p6#slide=id.p6https://docs.google.com/presentation/d/1BYxgEeoCsBuVHIA7mlyfU-G127XLoBexEL36T9riqll/edit?slide=id.g1e4d44cef4d_0_0#slide=id.g1e4d44cef4d_0_0	Personal Project: Self-Exploration and Reflection	Development: Mixed Media	Homework is set on Google classroom: this will include research linked to artists, designers, craft people, textiles and art history.Independent research and creativity developmental skills from year 7 and 8

GCSE Art and Design 2025-26						
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2025/26	Portfolio Foundation Skills Project: Sketchbook (Holistic across AOs)		Foundation Skills Project: Personal Response	Portfolio Self-Directed Sustained Project: Sketchbook		
	AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques, and processes. AO3: Record ideas, observations, and insights relevant to intentions as work progresses.		AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques, and processes. AO3: Record ideas, observations, and insights relevant to intentions as work progresses.		
	Explore media and techniques. Development of ideas and artists' research.	Analyse and explore media.	Record and present ideas	Development of ideas and artists' research. Choose 1 of 6 possible themes that will be provided by your teacher.	Analyse and explore media. Refine work	Record and present ideas. Further refinement of ideas.
	Issues:Exploring media and techniques to record ideas in diverse ways. Develop ideas, investigations and research artists inspired by pupils' chosen issue/s and personal experiences etc.	Issues (mixed media) Evaluate, refine ideas and developments through personalised investigations and research inspired by the style of the artists investigated.	Observations and studies that incorporate photographs to inform personal development of ideas.	Develop ideas linked to your chosen theme with investigations and research into artists and ideas relating to the project.	Refine work Refine ideas and developments to create a series of individual responses to their investigations. Evaluate, refine ideas and developments through personalised investigations and research inspired by the style of artists investigated.	Refine and develop Final responses
Year 11	Refine and develop	Refine and develop	Exam	Exam		
2026	Developments and refinements of ideas and projects undertaken through year 10	Make responses to individual targets to enhance component 1 of their GCSE art and design course.	Choose a starting point from the exam paper and begin to develop ideas, research, and refinements in response.	Complete refinements and idea developments and sit the 10-hour element of their exam.	Year 11 will complete their GCSE Art and Design work.	

GCSE Textiles 2026-27						
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2026	Portfolio Foundation Skills Project: Sketchbook (Holistic across AOs)		Foundation Skills Project: Personal Response	Portfolio Self-Directed Sustained Project: Sketchbook		
	AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.		AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.		
	Skills and Knowledge: Theme investigation Artist/designer research Drawing techniques Creative hand embroidery Embellishment	Skills and Knowledge: Free-Motion embroidery Surface pattern Printmaking Dyeing techniques Fabric manipulation	Skills and Knowledge: Product research Design development Final design Refined samples Pattern construction Personal response	Skills and Knowledge: Theme investigation Artist/designer research Sampling	Skills and Knowledge: Artist/designer research Sampling Product research	Skills and Knowledge: Design development Refined samples

Year 11	PortfolioSustained Project: Sketchbook	PortfolioSustained Project: Personal Response	Exam Project: Sketchbook	Exam Project: Sketchbook/10 hour exam	Completion of Portfolio
2026/27	AO1: Develop ideas through investigations. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights.	AO4: Present a personal and meaningful response.	AO1: Develop ideas through investigations. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights.	AO1: Develop ideas through investigations. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights. AO4: Present a personal and meaningful response.	
	Skills and Knowledge: Final design Pattern construction Toile Mock-up	Skills and Knowledge: Personal response Evaluation	Skills and Knowledge: Choose one from the seven externally set assignments to take forward for the exam project: Theme investigation Artist/designer research Sampling Design development	Skills and Knowledge: Complete prep work and sit 10-hour practical exam: Product research Final design Refined samples Pattern construction Exam - Product creation	Portfolio completion/Presentation



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