

Key stage 5 Curriculum Overview: 2026-7

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 12 Art	Unit description	<u>Introduction project</u> Workshop activities exploring • LINE • TONE • COLOUR • MEDIA	Personal investigation: • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select & organise visual and other appropriate information. • explore relevant resources; analyse, discuss and evaluate images, objects & artefacts; and make and record independent judgements.			Development of ideas: • use knowledge and understanding of the work of others to develop and extend thinking and inform own work. • generate and explore potential lines of enquiry using appropriate media and techniques. • apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others’ evaluations. To include a Mock exam (5hrs) in which students will work under controlled conditions to produce a larger development piece.	
		Students will develop skills and be able to demonstrate their: • intellectual, imaginative, creative and intuitive capabilities • investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement • independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes • an interest in, enthusiasm for and enjoyment of art, craft and design • the experience of working with a broad range of media					
	Assessment	Formative verbal & written (post it note) feedback ongoing during lessons. Formal written feedback provided at least once a half term using WWW/EBI targets for improvement.					

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Year 13 Art	Unit description	<u>Coursework consolidation:</u> <u>Refinement of ideas towards a finished outcome(s).</u> To include_a written analysis linking own work to contextual influences. (1-3000 words)		<u>External exam (Question papers Issued Feb)</u> - record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; & gather, select & organise visual & other appropriate information. - explore relevant resources; analyse, discuss & evaluate images, objects & artefacts; & make & record independent judgements. - use knowledge & understanding of the work of others to develop & extend thinking & inform own work. - generate & explore potential lines of enquiry using appropriate media & techniques. - apply knowledge & understanding in making images & artefacts; review & modify work; & plan & develop ideas in the light of their own & others’ evaluations.		<u>External exam (15hrs)</u> Personal response completed under controlled assessment conditions.	N/A
		Students will develop skills and be able to demonstrate their: - intellectual, imaginative, creative and intuitive capabilities - investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement - independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes - an interest in, enthusiasm for and enjoyment of art, craft and design - the experience of working with a broad range of media.					
	Assessment	<i>Formative verbal & written (post it note) feedback ongoing during lessons.</i> <i>Formal written feedback provided at least once a half term using WWW/EBI targets for improvement.</i> <i>Summative assessment- All work will be internally moderated in school with final marks issued to students.</i> <i>External moderation – sample selection reviewed by visiting AQA moderator.</i>					

ART KS5>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Encouraging creative expression to connect with the inner self and the transcendent.

Across all key stages, students are encouraged to express their ideas creatively with the opportunity to work towards independent outcomes.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Personal projects allow students to engage with a variety of themes and ideas, often exploring a sense of self and belonging.