

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

Curriculum Intent Statement

At BBG we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide world class experiences and opportunities whilst developing knowledge and skills that enrich and challenge our students whilst developing resilience. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. Students receive a high-quality education throughout the academic year, delivering valuable learning opportunities and experiences for all students, including those with SEND and specific talents.

Through teaching with excellence and modelling exemplary behaviour, the Creative Arts department strives to challenge, motivate and inspire greatness in our students enabling them to become outstanding and ambitious for themselves. Creative subjects are exciting, challenging, and rigorous. They develop pupils' confidence, technical knowledge, creativity and practical skill to help encourage a growth mindset. Students acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and can make cross links through their subjects. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Our KS3 curriculum is carefully sequenced to build sufficient technical knowledge and skill for pupils to be able to develop high quality samples inspired by artists and to begin developing solutions to real-world problems. We aim to develop pupils who are resourceful, innovative, and enterprising and who can take creative risks, but also create work to be proud of.

We develop cultural capital by extending pupils knowledge of the work by a range of culturally significant creative professionals and styles of design.

Providing enrichment opportunities and the opportunities to work with outside organisations such as the local artists and designers.

Providing students with an insight into how life works in the wider world, methods of manufacture or the practices of the creative industries.



BBG Academy Curriculum 2025-2026 – Art

Year 7

Year 7 assessment dates

Assessment week 1 – 12.01.2026

Assessment week 2 – 20.04.2026

Term	Content	Sequencing	Assessment	Careers links & Experiences
Autumn 1	Topic: Colour Theory <ul style="list-style-type: none"> • Introduction to the formal elements with a focus on colour theory • The colour wheel • Colour Schemes • Colour mixing • Tints and Shades • Using paint and its properties 	Previous skills built on in this topic: Key words Colour Theory: <ul style="list-style-type: none"> • Complementary colours • Colour Blocking • Colour Harmony • Soft Blend 	Consolidation/Summative assessment: <ul style="list-style-type: none"> • Understanding the colour wheel • Colour blending 	How to become a colour expert: Awesome Jobs: How To Become A Colour Expert - Job Skills
Autumn 2	Topic: Colour Theory <ul style="list-style-type: none"> • Colour schemes • Artists using colour • Contextual studies - Carolee Clark • Mixed media work • Contextual studies – Sophie Roach • Coloured zentangles 	Pupils may have been taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	Continuous on-going assessment throughout the project. Verbal feedback provided when required. Self-Evaluation opportunities throughout each task or topic.	Becoming a Colour Technologist: Becoming a Colour Technologist: A Comprehensive Guide Huzzle
Spring 1	Topic: Portraits <ul style="list-style-type: none"> • Proportions of a face 			Getting started as a portrait artist:

	<ul style="list-style-type: none"> • Facial features • Drawing an accurate self-portrait • Mark making • Contextual studies – Frida Kahlo • Creating a portrait using the grid technique 	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Summative assessment dates:</p> <p>Assessment week 1 – 12.01.2026</p> <ul style="list-style-type: none"> • Proportions • Detail <p>Assessment week 2 – 20.04.2026</p>	<p>Getting Started As a Portrait Artist — Carrie L. Lewis, Artist (carrie-lewis.com)</p>
Spring 2	<p>Topic: Portraits</p> <ul style="list-style-type: none"> • Creating a portrait using the grid technique • Contextual studies – Maria Rivans • Creating a collaged portrait • Contextual Studies – Illustration/Quentin Blake • Creating an illustrated portrait 			<p>How to start an illustration career:</p> <p>How to start an illustration career (part 1) - Marloes De Vries - illustrator and author of (children's) books</p> <p>How to become a cartoonist:</p> <p>How To Become A Cartoonist: A Step-By-Step Guide Indeed.com India</p>
Summer 1	<p>Topic: Portraits</p> <ul style="list-style-type: none"> • Timeline of portraits in art • Recreating famous portrait paintings • Tonal drawing of famous portrait painting recreation • Pop art portrait 	<p>Key Vocab Portraits:</p> <ul style="list-style-type: none"> • Realistic • Abstract • Impressionist • Surreal • Expressionist • Minimalist <p>Non-Negotiables: Teacher demonstration work book.</p>		<p>How to become an art historian:</p> <p>How to become an art historian: Joe's story - BBC Bitesize</p>

		Exemplar materials within PowerPoint. Use of visualiser to support technique. Physical demonstration		
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