

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.

Year 8

Year 8 assessment dates

Assessment week 1 – 29.09.2025

Assessment week 2 – 23.02.2026

Term	Content	Sequencing	Assessment	Careers links & Experiences
Summer 2	<p>Topic: Drawing Skills Graphics based project to explore drawing skills.</p> <ul style="list-style-type: none"> • Introduction to graphic designers • Drawing techniques such as 2 point perspective. • Annotations of design 	<p>Previous skills built on in this topic:</p> <p>Work completed during Y7 including summer project.</p> <p>Key words</p> <ul style="list-style-type: none"> • Observation • Mark-making • Water Colours • Presentation 	<p>Consolidation/Summative assessment:</p> <p>Continuous on-going assessment throughout the project. Verbal feedback provided when required. Self-Evaluation opportunities throughout each task or topic.</p> <p>Summative assessment dates: Assessment week 1 – 29.09.2025 Assessment week 2 – 23.02.2026</p>	
Autumn 1	<p>Topic: Birds</p> <ul style="list-style-type: none"> • Introduction to the topic of birds and their representation in art • Observational drawing of an owl • Contextual studies – Abby Diamond • Watercolour painting in the style of Abby Diamond • Contextual studies – Clare Youngs • Experimentation with mark making 	<p>Previous skills built on in this topic:</p> <ul style="list-style-type: none"> • Y7 mark making • Y7 illustration • Y7 grid technique 		<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>Autumn 2</p>	<ul style="list-style-type: none"> • Drawing in the style of Clare Youngs <p>Topic: Birds</p> <ul style="list-style-type: none"> • Collage bird in the style of Clare Youngs • Contextual Studies – Mark Hearld • Mixed media piece in the style of Mark Hearld • 3D paper bird in the style of Mark Hearld 	<ul style="list-style-type: none"> • Y7 mixed media work 		<p>How to become a printmaker:</p> <p>How to become a printmaker - CareerExplorer</p>
<p>Spring 1</p>	<p>Topic: Culture</p> <ul style="list-style-type: none"> • Introduction to culture and how it influences art • African art • Half face African mask drawing • Traditional African art painting • Charcoal African mask drawing • Dia de los Muertos 	<p>Previous skills built on in this topic:</p> <ul style="list-style-type: none"> • Y7 portrait proportions • Y7 mark making • Y7 tins and shades <p>Key words:</p> <ul style="list-style-type: none"> • Culture • Blend • Mixed media • Tone • Collage artist 		<p>How to become an art historian:</p> <p>How to become an art historian: Joe's story - BBC Bitesize</p>
<p>Spring 2</p>	<p>Topic: Culture</p> <ul style="list-style-type: none"> • Sugar skull drawing • Collage on sugar skull • Colour blending on sugar skull • Watercolour painting of a sugar skull • Colour blended marigold 	<p>Previous skills built on in this topic:</p> <ul style="list-style-type: none"> • Y7 collage • Y7 colour blending • Y7 colour mixing 		<p>How to become a graphic designer:</p> <p>How To Become a Graphic Designer City Lit</p>

<p>Summer 1</p>	<p>Topic: Culture</p> <ul style="list-style-type: none"> • Native America • Drawing of a tribal leader • Contextual studies – Dolan Geiman • Collage in the style of Dolan Geiman • Totem pole tonal drawing • Colour blended totem pole • Cardboard mask inspired by culture 	<p>Previous skills built on in this topic:</p> <ul style="list-style-type: none"> • Y7 portrait proportions • Y7 facial features <p>Non-Negotiables: Teacher demonstration workbook. Exemplar materials within PowerPoint. Use of visualiser to support technique. Physical demonstration</p>		<p>Become a conservator:</p> <p>Conservator Explore careers National Careers Service</p>
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