



Art Department Knowledge Sequencing KS3



Across Key Stage 3, projects may be delivered flexibly whilst maintaining clear curriculum progression. Every project develops disciplinary knowledge through practical making, substantive knowledge through artist research and conceptual understanding through reflection and evaluation. Students progressively learn to: observe accurately, analyse critically, experiment confidently, refine purposefully, evaluate thoughtfully and create independently. The curriculum develops confident learners who understand both how artists work and why artists create.

Prior Knowledge	Students arrive from a wide variety of educational settings and experiences. Some students will have experiences with basic observational drawing skills, simple colour mixing, experience using pencil and paint and understanding of shape and pattern. Others may have experienced very little specialist art teaching. Therefore Year 7 begins by establishing secure foundations in: observational drawing, colour theory, mark making, texture proportion, artist appreciation and creative confidence.	
Future Knowledge	Students will be introduced to experiencing a range of different materials at KS3. By the end of KS3 they will know basic critical terminology and begin to know how to unravel meanings and analyse artwork in preparation for KS4 and increase their proficiency in the handling of different materials.	
Year 7	Fine Art – Colour & Cacti	Assessment Focus
	The Colour & Cacti project establishes the fundamental knowledge and skills that underpin all future learning in Art and Design. Students develop an understanding of the formal elements, particularly line, shape, form, tone, texture and colour, through increasingly accurate observational drawing from natural forms. They gain secure knowledge of colour theory, including primary, secondary, tertiary, complementary and harmonious colour relationships, before applying this understanding through blending, layering and watercolour techniques. Students learn how artists use mark making, composition and colour to communicate ideas, developing their ability to analyse artwork using subject-specific vocabulary and produce increasingly reflective written responses. Throughout the project, students build confidence in recording from observation, refining techniques and evaluating their own creative development.	Assessment focuses on students' ability to develop accurate observational drawing, apply colour theory and tonal rendering, manipulate materials with increasing control, and respond positively to feedback. Students are expected to show growing independence, technical accuracy and confidence in producing refined final outcomes.
	Craft & Design – Fabulous Fish	
	The Fabulous Fish project builds directly upon the observational and technical skills established in Colour & Cacti by introducing abstraction, pattern and three-dimensional construction. Students develop knowledge of fish anatomy, proportion, symmetry, layering and composition whilst exploring the expressive work of J. Vincent Scarpace. They learn how artists simplify natural forms through shape, colour and pattern before applying these principles to their own mixed media studies and relief sculptures. Through experimentation with coloured pencil, paint, collage and sculptural materials, students develop a deeper understanding of texture, structure and personal interpretation while continuing to strengthen their analytical vocabulary, reflective practice and creative confidence.	
Year 8	Fine Art – Architecture	Assessment Focus
	The Architecture project develops students' technical drawing skills through the study of one- and two-point perspective, proportion, scale and spatial awareness. Students investigate the work of John Piper, Sunga Park and Lucy Jones, learning how artists communicate atmosphere, place and identity through architectural imagery. They develop knowledge of composition, mixed media processes and cultural influences whilst refining observational drawing and experimentation through photography, watercolour, chalk and collage. Increasing emphasis is placed upon independent decision making, critical analysis and purposeful refinement as students create increasingly personal responses inspired by architectural forms.	Assessment focuses on students' application of perspective, composition and mixed media techniques, alongside increasingly confident experimentation and creative decision making. Students are expected to refine their work independently, demonstrate clear artist influence and produce purposeful, well-resolved outcomes.
	Craft – Incredible Insects	
	Building upon previous observational studies, the Incredible Insects project introduces students to increasingly sophisticated drawing, textile and sculptural techniques. Students gain knowledge of insect anatomy, symmetry, texture, colour blending and structural form whilst investigating artists including Natalie McIntyre, William Morris and The Felt Mistress. They learn how texture, pattern and construction can communicate both realism and creativity through mixed media, felt, stitch and wire sculpture. Throughout the project students develop confidence in selecting appropriate media, evaluating artistic decisions and producing ambitious three-dimensional outcomes informed by both observation and artist research.	
Year 9	Graphic Design – Food Glorious Food	Assessment Focus
	The Food Glorious Food project introduces students to the relationship between Fine Art and commercial Graphic Design through the study of still life, branding and packaging. Students develop knowledge of composition, tonal drawing, colour harmony, typography and visual communication whilst investigating the work of artists including Joel Penkman, Georgina Luck and Andy Warhol. They explore how imagery influences audiences before applying this understanding through observational drawing, mixed media experimentation and the design and construction of professional packaging. Increasing emphasis is placed upon creative problem solving, refinement and communicating ideas for a specific audience.	Assessment focuses on students' ability to work independently, communicate ideas creatively and apply technical skills with confidence. Students are expected to refine and evaluate their work, make informed artistic decisions and produce personal, high-quality outcomes that demonstrate readiness for GCSE study.
	Fine Art – Pattern	
	The Pattern project develops students' understanding of decorative art, cultural identity and visual communication through the exploration of repetition, symmetry and printmaking. Inspired by artists including Orla Kiely and Xenobia Bailey, students investigate pattern as both a decorative and conceptual language. They gain knowledge of collage, printmaking, colour planning, motif development and composition before creating increasingly personal responses through experimentation and refinement. The project encourages independent thinking, confident decision making and an understanding of how artists communicate ideas through repeated visual forms and symbolic imagery.	

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
Throughout Key Stage 3, students develop literacy through researching artists, analysing artwork and using subject-specific vocabulary to discuss, evaluate and justify creative decisions. Students are encouraged to write increasingly sophisticated annotations, artist analyses and evaluations using appropriate technical language, enabling them to communicate artistic intentions with confidence. Regular opportunities for verbal discussion, peer critique and self-reflection further develop speaking, listening and critical thinking skills whilst fostering confidence in articulating creative ideas.	Democracy Students take part in group critiques, peer assessment and class discussions where they listen respectfully, share opinions and consider alternative viewpoints. Rule of Law Students follow health and safety routines, use tools and materials responsibly, respect classroom expectations and understand the importance of copyright and intellectual property. Individual Liberty Students are encouraged to make personal creative choices, explore their own ideas and develop individual responses through experimentation and self-expression. Mutual Respect Students value the work, opinions and creative approaches of others through peer feedback, collaborative tasks and respectful discussion. Tolerance of Different Faiths and Beliefs Students study artists, designers and craftspeople from a range of cultures, traditions, identities and historical contexts, developing appreciation for diverse perspectives and visual languages.	The curriculum introduces students to the breadth of opportunities within the creative industries. Through every project, students explore the work of practising artists, architects and designers whilst developing transferable skills including creativity, communication, resilience, collaboration, critical thinking and problem-solving. Career pathways include... Fine Artist, Illustrator, Architect, Graphic Designer, Animator, Product Designer, Interior Designer, Textile Designer, Surface Pattern Designer, Fashion Designer, Museum Curator, Creative Director and many other roles within the creative and cultural sectors.	The Art curriculum develops resilient, reflective and independent learners who are willing to experiment, take creative risks and learn from mistakes. Students build confidence through regular opportunities to present ideas, evaluate their own progress and respond positively to feedback. They learn to appreciate different cultures, viewpoints and artistic traditions whilst developing curiosity, perseverance and pride in producing high-quality work. These experiences prepare students not only for further study in Art and Design but also for lifelong creative thinking and participation in an increasingly visual world.
Opportunities for Developing Numeracy Skills			
Mathematical understanding is embedded throughout the curriculum through the application of proportion, scale, measurement, symmetry, geometry and perspective. Students use mathematical concepts when constructing observational drawings, creating one and two-point perspective, designing repeat patterns, planning compositions and developing three-dimensional structures. Colour mixing, print registration and packaging construction further reinforce accuracy, precision and problem-solving.			
Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum		
Art Club – supplementing the art curriculum with additional/more advance techniques. Expressive Art club – Set design and multi-disciplinary art and design projects.	English: Analytical writing, symbology Maths: Proportions, scale, perspective, length, Design and technology: Technical drawing, one point perspective, two-point perspective Science: Natural forms, nature, Fibonacci sequence Physics: Colour and light History: Context of colour history, Art throughout history, Art movements linked to periods in time		

Art Department Knowledge Sequencing KS4

Art Department Knowledge Sequencing KS4			
Prior Knowledge		Students were introduced to experiencing a range of different materials at KS3. These projects gave them an insight into the creative industry, and they were able to explore artists from a variety of cultural backgrounds, whose work is influenced by multiple different art movements. By the end of KS3 they also gained knowledge of basic critical terminology and begun to explore how to unravel meanings and analyse artwork in preparation for KS4.	
Future Knowledge		<i>Fine Art:</i> Students will be introduced to the fundamental skills of how to build and grow a project inspired by a given theme. They will gain knowledge into how to analyse artwork, growing their critical analysis, create pastiches inspired by artist and then expand their own ideas via experimentation and reflective practice. Students will produce a variety of personal outcome to their given stimulus, as well as gain knowledge of more complex material process, e.g. painting, printmaking, ceramic sculpture etc. <i>Graphic communication:</i> Students will be taught the foundations of graphic communications, providing students with opportunities to explore and investigate different ways of working in response to a given theme. Students will gain knowledge of how to explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources gaining skills and knowledge about their properties and what techniques and processes they can explore. Students will develop their digital competency and know how to use more complicated features of Adobe Illustrator and Photoshop, as well as be introduced to more complex physical material process like graphic drawing, illustration and printmaking.	
Year 10	Fine Art	Fine Art – Tools & Textures	Assessment Focus
		The Tools & Textures project introduces students to the GCSE Fine Art course by developing the investigative and practical skills required to successfully meet the AQA Assessment Objectives. Students learn how to undertake artist research, analyse and interpret the work of others, and record observations through increasingly accurate drawing from first-hand sources. Through experimentation with a broad range of media and techniques, students develop an understanding of texture, form, composition and visual language whilst refining ideas through annotation and critical reflection. The project establishes the foundations for sustained portfolio work by encouraging independence, experimentation and confident creative decision making.	Assessment focuses on students' ability to develop ideas through contextual research, refine work through experimentation, accurately record observations from first-hand sources and present meaningful personal responses. Students are expected to demonstrate increasing independence, technical confidence and sustained refinement across all four Assessment Objectives.
		Fine Art – Natural Forms	
		Building upon the investigative skills developed during the first unit, the Natural Forms project encourages students to produce increasingly personal and sustained responses through the exploration of natural subject matter. Students refine observational drawing, material experimentation and contextual research whilst learning how to synthesise artist influence into original outcomes. Greater emphasis is placed upon developing individual concepts, recording ideas from primary sources, refining practical work and presenting meaningful final responses that demonstrate creativity, technical confidence and a secure understanding of the Assessment Objectives.	
	Graphic Coms	Graphic Communication – Typography	Assessment focuses on students' ability to investigate design ideas, experiment with creative processes, communicate visually for specific audiences and present purposeful, well-resolved graphic outcomes. Students are expected to demonstrate independence, thoughtful refinement and confident application of the Assessment Objectives throughout the design process.
		The Typography project introduces students to the principles of Graphic Communication by exploring visual communication, layout, composition and typographic design. Students investigate how designers communicate ideas through letterforms, hierarchy and visual language whilst developing practical skills in drawing, lino printing, digital illustration and experimental design processes. Through research and analysis of professional designers, students develop an understanding of audience, purpose and communication before creating increasingly independent graphic outcomes.	
		Graphic Communication – Packaging Design	
		The Packaging Design project develops students' understanding of branding, product identity and commercial design. Students investigate how packaging communicates with different audiences through typography, colour, imagery and structural design. They develop practical knowledge of layout, construction, branding and presentation whilst refining ideas through experimentation, annotation and critical evaluation. Students produce increasingly professional outcomes that demonstrate confident visual communication and informed design decisions.	
Year 11	Fine Art	Fine Art - Personal Investigation	Assessment Focus
		During the Personal Investigation, students undertake an independent sustained project that demonstrates their ability to investigate, refine and communicate ideas through increasingly sophisticated practical and written work. Students develop their own lines of enquiry, selecting artists, media and processes that support their intentions whilst producing highly personal responses informed by contextual research, first-hand observation and critical reflection. The project encourages students to take creative risks, demonstrate resilience and confidently articulate the relationship between process, meaning and outcome.	A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas A04 Outcomes: personal response to theme
		Fine Art - ESA	
		The Externally Set Assignment requires students to independently respond to an examination theme through a sustained period of investigation before producing a final outcome under timed conditions. Students draw upon the knowledge, technical skills and creative processes developed throughout the GCSE course to produce ambitious, meaningful and highly resolved outcomes that demonstrate secure understanding of all four Assessment Objectives.	

Graphic Coms	Graphic Communications – Personal Investigation			
	The Personal Investigation enables students to independently explore a chosen design brief through sustained research, experimentation and development. Students investigate professional designers, analyse visual communication and refine ideas through drawing, digital processes and graphic experimentation. They develop increasingly sophisticated understanding of audience, purpose and branding whilst producing a coherent portfolio that demonstrates originality, technical confidence and effective visual communication.			
	Graphic Communication - ESA			
	The Externally Set Assignment challenges students to respond independently to a design brief by applying the knowledge, skills and understanding developed throughout the course. Students undertake focused research, refine ideas through experimentation and present professional graphic outcomes that communicate effectively with an intended audience. The examination requires students to demonstrate independence, creativity and technical excellence within a timed assessment.			
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading		Links to British Values	Links to Careers	Links to Other Personal Development
Students develop advanced literacy through sustained artist and designer analysis, annotation, evaluation and reflective writing. They learn to communicate creative intentions using increasingly sophisticated subject-specific vocabulary whilst presenting informed opinions through discussion, critique and written evaluation. Independent research further develops reading comprehension, synthesis of information and confidence in communicating ideas both verbally and in writing.		Democracy Students participate in critiques, discussions and collaborative reviews where they justify creative decisions, listen respectfully to others and value different viewpoints. Rule of Law Students demonstrate responsibility through safe studio practice, appropriate use of specialist equipment, respect for copyright and intellectual property, and by following examination regulations throughout the GCSE course. Individual Liberty Students independently select themes, artists, materials and techniques to develop personal responses that reflect their own interests, experiences and creative intentions. Mutual Respect Students value the opinions, creativity and achievements of others by providing constructive feedback and engaging positively in collaborative discussions and exhibitions. Tolerance of Different Faiths and Beliefs Students investigate artists, designers and visual cultures from diverse historical, cultural and social contexts, developing an appreciation of different perspectives and recognising the importance of inclusion and representation within the creative industries.	Students gain an understanding of the breadth of opportunities within the creative and cultural industries through investigating professional artists, designers and creative practitioners. The curriculum develops transferable skills including creativity, communication, resilience, independent thinking, problem-solving, critical analysis and project management, preparing students for careers such as Fine Artist, Illustrator, Architect, Graphic Designer, Animator, Product Designer, Interior Designer, Fashion Designer, Textile Designer, Surface Pattern Designer, Photographer, Exhibition Designer, Creative Director and many other creative professions.	The GCSE Art curriculum develops resilient, independent learners who confidently investigate ideas, embrace experimentation and refine their work through reflection and critical evaluation. Students build self-confidence by managing sustained projects, meeting deadlines and responding positively to feedback while developing curiosity, perseverance and pride in producing ambitious, high-quality outcomes. Through engagement with diverse artists, designers and cultures, students become culturally aware, visually literate and prepared for further education, employment and lifelong participation in the creative arts.
Opportunities for developing mathematical skills				
Students apply mathematical understanding through proportion, scale, perspective, geometry and measurement when producing observational drawings, typography, packaging design, perspective construction and composition. Students also apply mathematical thinking through printmaking, layout, structural design and the accurate planning of three-dimensional outcomes.				
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum		
- Year 10 pupils involved in local festival – River Lights - Weekly support sessions - Visits to London galleries e.g. Tate Modern - Trip for Graphics to London - Expressive Art club – Set design and multi-disciplinary art and design projects.		English: Analytical writing, symbology, creative narrative Maths: Proportions, scale, perspective, length, IT/Computing: Adobe Photoshop, Adobe Illustrator Design and technology: Technical drawing, one point perspective, two-point perspective Science: Natural forms, nature, Fibonacci sequence Physics: Colour and light History: Context of colour history, Art throughout history, Art movements linked to periods in time RS/EP: Study of different cultures		

Department Knowledge Sequencing KS5			
Prior Knowledge	Throughout KS4 students develop their knowledge, competency, and confidence with a variety of materials through portfolio building. Through this they will know how to create a range of experimentations inspired by a given theme, to develop personal and meaningful outcomes.		
Future Knowledge	Fine Art: Throughout KS5 students will begin to critically analyse artists work and produce and in-depth portfolio exploring a diverse range of themes and contents. They will begin to demonstrate dynamic experimentations and build projects via sustained investigation. Confidence and competency with materials will progress and students will be introduced to more complex techniques during workshops. Photography: Throughout KS5 students develop their knowledge, competency, and confidence with a variety of techniques through portfolio building. Through this they will know how to create a range of experimentations inspired by a given theme, to develop personal and meaningful outcomes. Students will know how to critically analyse contextual sources and be able to articulate technical processes as well as become reflective practitioners.		
Year 12	Fine Art	Fine Art - Landscapes	Assessment Focus
		The Landscapes project establishes the technical and conceptual foundations of A Level Fine Art through sustained observational study of the local environment. Using the River Slea and surrounding Lincolnshire landscape as inspiration, students develop advanced drawing, painting and mixed media techniques whilst investigating the work of historical and contemporary landscape artists. Students strengthen their understanding of composition, colour, perspective and visual language through first-hand observation, contextual research and critical analysis. Throughout the project they refine their ability to investigate ideas independently, experiment confidently with materials and reflect critically upon their own artistic practice, laying the foundations for increasingly personal investigations.	
		Fine Art – Propaganda and Causes	
		Building upon the technical confidence established during the Landscapes project, Propaganda & Causes introduces students to more conceptual and socially engaged artistic practice. Students investigate how artists use visual language to communicate political, environmental and social messages through historical and contemporary examples of propaganda and activist art. They develop increasingly sophisticated research, annotation and critical analysis whilst experimenting with a broad range of materials to create meaningful personal responses. Greater emphasis is placed upon independent enquiry, conceptual thinking and the ability to communicate ideas with purpose, preparing students for the Personal Investigation in Year 13.	
		Fine Art – Personal Investigation	
		The Personal Investigation enables students to undertake an independent body of work based on a theme that reflects their own interests, experiences and creative intentions. Students formulate personal lines of enquiry through sustained contextual research, first-hand observation and practical experimentation, investigating artists whose work informs and supports the development of their ideas. They refine their technical skills across a wide range of media whilst developing conceptual understanding, critical analysis and reflective annotation. Increasing emphasis is placed upon creative risk-taking, independent decision making and the synthesis of research, experimentation and practical outcomes, enabling students to establish a confident and individual artistic practice in preparation for Higher Education and careers within the creative industries.	
	Photography	Photography – Urban Vs Nature	A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas A04 Outcomes: personal response to theme
		The Urban vs Nature project establishes the technical foundations of A Level Photography by developing students' understanding of manual camera operation, composition, lighting and professional photographic workflows. Students learn to confidently control aperture, shutter speed, ISO and exposure whilst exploring both natural and urban environments through independent photoshoots. Through the study of photographers including Charlie Ferguson, Edward Weston and Christoffer Relander, students investigate analogue and digital photography, darkroom practice, Photoshop editing and experimental image-making. They develop critical analysis, contextual research and reflective annotation whilst refining ideas through experimentation, preparing them for increasingly independent photographic practice.	
		Photography – Moving Image	
		The Moving Image project builds upon the technical foundations established in Urban vs Nature by introducing students to sequencing narrative and time-based media. Through the work of photographers and filmmakers such as Eadweard Muybridge, Duane Michals and Lotte Reiniger, students investigate how movement, symbolism and visual storytelling communicate ideas. They develop practical skills in sequential photography, stop-motion animation, moving image production and digital editing whilst experimenting with narrative structure and creative sequencing. Students are encouraged to take increasing creative risks, refine technical processes and develop an individual visual language through sustained experimentation and critical reflection.	
		Photography – Personal Investigation	
		The Personal Investigation provides students with the opportunity to develop an independent body of photographic work based upon a theme of their own choosing. Students formulate their own lines of enquiry through sustained contextual research, technical experimentation and critical analysis, investigating photographers whose work informs and supports their creative intentions. They refine advanced photographic techniques including manual camera control, studio and location photography, digital editing, analogue processes and experimental image-making whilst developing an individual visual language. Increasing emphasis is placed upon independent decision making, creative risk-taking and reflective practice, enabling students to produce a coherent portfolio that demonstrates originality, conceptual understanding and technical confidence in preparation for Higher Education and the creative industries.	
Year 13	Fine Art	Fine Art - ESA	Assessment Focus
		The Externally Set Assignment provides students with the opportunity to apply the knowledge, skills and understanding developed throughout the course in response to an examination theme set by the examination board. Students undertake focused contextual research, develop and refine ideas through sustained experimentation and produce an ambitious personal response that demonstrates confident use of materials, processes and visual language. Working independently throughout the preparatory period and timed examination, students are expected to make informed artistic decisions, communicate meaningful concepts and present highly accomplished outcomes that demonstrate the qualities of an emerging creative practitioner.	A01 Development of ideas: Artist analysis, links and connections to research

			A02 Experimentation: range of experimentation	
	Photography	Photography - ESA	A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas	
		The Externally Set Assignment challenges students to respond independently to an examination theme by applying the technical knowledge, conceptual understanding and creative processes developed throughout the course. Students undertake focused contextual research, refine ideas through sustained experimentation and produce a highly personal photographic response that communicates meaning through sophisticated visual language. Working under examination conditions, students demonstrate confidence in selecting appropriate photographic techniques, editing processes and presentation methods whilst producing ambitious, well-resolved outcomes that reflect professional photographic practice.	A04 Outcomes: personal response to theme	
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading		Links to British Values	Links to Careers	Links to Other Personal Development
Students develop advanced academic literacy through sustained contextual research, critical analysis, annotation and evaluative writing. They investigate artists, photographers and creative movements using gallery catalogues, academic texts, exhibition reviews and professional journals before synthesising their research into informed written and visual responses. Regular tutorials, critiques and presentations develop confidence in articulating creative intentions using sophisticated subject-specific vocabulary, whilst the Personal Investigation encourages independent reading, critical thinking and scholarly enquiry.		Democracy Students participate in professional critiques, seminars and collaborative discussions where they respectfully debate ideas, justify creative decisions and evaluate different artistic perspectives. Rule of Law Students demonstrate professional responsibility by following health and safety procedures, respecting copyright and intellectual property, obtaining consent where appropriate in photographic practice and adhering to examination regulations and ethical working practices. Individual Liberty Students develop independent lines of enquiry, selecting themes, artists, photographers, materials and processes that reflect their own interests, beliefs and creative ambitions while taking ownership of their learning.	Students develop the technical, analytical and professional skills required for progression into Higher Education, Foundation Diplomas, degree apprenticeships and employment within the creative industries. Throughout the course they investigate the work of professional practitioners whilst building transferable skills including project management, resilience, independent research, communication, critical thinking and creative problem-solving. Career pathways include Fine Artist, Commercial Photographer, Photojournalist, Fashion Photographer, Architectural Photographer, Medical Photographer, Forensic Photographer, Film and Television Production, Animation, Graphic Design, Creative Director, Marketing and Advertising, Curator, Gallery Education, Interior Designer, Illustrator, Landscape Architect, Exhibition Designer, Digital Content Creator, Visual Merchandiser.	The Key Stage 5 curriculum develops resilient, reflective and professionally minded creative practitioners who confidently manage sustained independent projects from initial research through to final exhibition-quality outcomes. Students are encouraged to embrace experimentation, take creative risks and critically evaluate their own practice whilst responding positively to feedback. Through engagement with contemporary issues, diverse practitioners and independent enquiry, students develop confidence, curiosity and resilience alongside an appreciation of the social, cultural and ethical role of art and photography. These experiences prepare students for further study, employment and lifelong participation within the creative and cultural sectors.
Opportunities for developing mathematical skills		Mutual Respect Students work collaboratively through critiques and tutorials, valuing diverse opinions and providing constructive feedback that supports the creative development of others. Tolerance of Different Faiths and Beliefs Students investigate artists and photographers from diverse historical, cultural and contemporary contexts, exploring issues of identity, representation, politics, belief and society to develop cultural understanding and appreciation of different perspectives.		
Students apply mathematical understanding through proportion, scale, perspective, composition, measurement and spatial awareness across both Fine Art and Photography. Photography students develop technical accuracy through exposure calculations, aperture, shutter speed, ISO relationships, focal lengths, aspect ratios, image resolution and studio lighting, whilst Fine Art students apply mathematical concepts through perspective drawing, scaling, proportion, colour mixing, composition and the planning of large-scale practical work. These skills support increasingly sophisticated visual communication and professional presentation.				
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum		
- On site workshops - Visits to London galleries e.g. Tate Modern, Saatchi Gallery, National Gallery and Photographers Gallery - Opportunity to volunteer in Sleaford Arts committee festival – River Lights - Articulate Competition - Links with The Hub		English: analytical writing, symbology, creative narrative, propaganda Maths: Proportions, scale, perspective, length, IT/Computing: Adobe Photoshop, Adobe Illustrator Design and technology: technical drawing, one point perspective, two-point perspective Science: natural forms, nature, Fibonacci sequence Physics: colour and light History: Context of colour history, Art throughout history, Art movements linked to periods in time RS/EP: study of different cultures		

