



Art

Curriculum

Art and Photography at Maltby Academy

Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

Art - intent statement

The Art curriculum at Maltby Academy fosters creativity, imagination, and technical skill, enabling students to express themselves through a range of artistic forms and media. Our curriculum introduces students to the work of artists from diverse cultures and periods, while also developing their own confidence as creative practitioners. Students refine their skills through practice, experimentation, and critique, building resilience and independence. Art contributes to our key drivers through engaging Teaching & Learning, Enrichment via exhibitions and creative clubs, and Careers pathways in design, media, and creative industries. Personal Development is also supported through self-expression, reflection, and the ability to communicate visually. Art at Maltby Academy empowers students to achieve excellence while nurturing creativity that will enrich their lives and futures.

Why do we study Art?

Art and Design encourages creative expression, visual literacy, and independent thought. It enables students to communicate ideas, interpret the world around them, and appreciate culture and aesthetics in all forms

Photography enables students to express ideas visually, developing technical skills in composition, lighting, and editing. It fosters creativity, visual storytelling, and critical analysis of imagery in a media-rich world.

Qualification

Our Key Stage 4 exam board for Art AQA. Put Key Stage exam board for Art is AQA.

Key Tier 2 Vocabulary

structure, proportion, manipulate, refine, dimension, scale, construct, evaluate, surface, texture, functionality, balance, innovation, composition, precision

Disciplinary Requirements

- Students must explore and develop design concepts through a range of three-dimensional processes and materials.
- Demonstrate technical competence and purposeful use of materials, construction methods, and surface treatments.
- Analyse design function and aesthetic qualities, evaluating outcomes against intentions.
- Record and communicate ideas through both visual and written formats to show refinement and progression.

Vocabulary and Substantive Knowledge Summary

The Art curriculum at Maltby Academy enables students to explore and express creativity through the study of artists, techniques, and personal response. Across Key Stage 3 and 4, students develop the technical, analytical, and conceptual understanding required to become independent and confident young artists. Vocabulary and substantive knowledge are built cumulatively, developing precision in visual analysis, material control, and evaluative reflection.

Year 7 – Foundations of Art and Design

Vocabulary focus:

Students learn the fundamental language of visual communication, including line, shape, tone, texture, pattern, form, and colour theory. They begin to understand key terms linked to the formal elements of art and develop fluency in using media-specific terminology such as composition, proportion, perspective, and balance.

Substantive knowledge themes:

- Understanding and applying the formal elements of art in 2D and 3D media.
- Developing observational drawing skills and accurate recording from primary and secondary sources.
- Exploring a range of materials and techniques including pencil, paint, and collage.
- Building understanding of how artists communicate ideas through visual choices.

Progression goal:

By the end of Year 7, students can confidently use key art vocabulary to describe and evaluate their own and others' work. They show growing accuracy and control in drawing and composition and begin to apply the formal elements intentionally.

Year 8 – Exploration of Process and Meaning

Vocabulary focus:

Students extend their knowledge to include more advanced visual and contextual terminology such as symbolism, abstraction, mixed media, composition, and contrast. They explore words that express mood, meaning, and conceptual intent.

Substantive knowledge themes:

- Analysing how artists use symbolism and abstraction to communicate meaning.
- Experimenting with new processes such as printmaking, digital layering, and sculpture.
- Investigating how materials and techniques influence artistic outcomes.
- Developing a critical understanding of visual culture and art movements.

Progression goal:

By the end of Year 8, students use technical and conceptual vocabulary to evaluate creative intentions. They make informed choices about media and process and begin to express personal meaning through composition and material selection.

Year 9 – Personal Response and Refinement

Vocabulary focus:

Students acquire analytical and evaluative terms such as conceptual, refinement, annotation, process, perspective, proportion, and distortion. They are introduced to vocabulary associated with portfolio building and sustained project development.

Substantive knowledge themes:

- Building an independent creative process from initial research to final outcome.
- Recording ideas and developing personal responses through sketchbook annotation.
- Refining techniques and composition through experimentation and review.
- Exploring contemporary artists and movements to inform personal style.

Progression goal:

By the end of Year 9, students can demonstrate independence in their creative decision-making, using specialist vocabulary to critique, analyse, and refine their work. They are ready to meet the AQA GCSE Art assessment objectives with confidence.

Key Stage 4 – GCSE Art

Vocabulary focus:

Students consolidate and expand their command of Tier 3 vocabulary linked to professional artistic practice, including composition, juxtaposition, chiaroscuro, perspective, proportion, annotation, and concept development. Vocabulary supports analytical writing, critical evaluation, and reflection.

Substantive knowledge themes:

- AO1: Develop ideas through investigations informed by artists, designers, and craftspeople.
 - Researching and analysing a range of artists and artistic movements to influence personal outcomes.
 - Understanding how cultural and historical contexts inform creative practice.
- AO2: Refine work through experimenting with media, materials, and techniques.
 - Testing and manipulating a range of processes to achieve controlled and purposeful effects.
 - Demonstrating technical proficiency through drawing, painting, printmaking, and mixed media.
- AO3: Record ideas, observations, and insights relevant to intentions.
 - Using sketchbooks to document progression, annotate development, and reflect critically on outcomes.
- AO4: Present a personal and meaningful response.
 - Creating a final piece that demonstrates synthesis of idea, process, and technique, showing originality and intent.

Progression goal:

By the end of Key Stage 4, students can independently manage an artistic project from conception to completion. They use advanced vocabulary to justify creative decisions and evaluate how effectively their work communicates meaning, aligning fully with AQA assessment objectives.

Across Key Stage 3 and 4

Through a sequenced journey of exploration, experimentation, and evaluation, students build a deep understanding of art as both technical process and expressive form. They gain confidence

in applying creative vocabulary, manipulating materials with precision, and articulating informed personal responses. This foundation equips them to pursue further study in the visual arts and contribute meaningfully to cultural and creative industries.




Appendix


39-week plans

Tier 3 vocabulary





 Art Year 7							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Tone : Introduction to key terms and observational drawing	Tone	Tone	Tone	Tone	Tone	Colour - colour wheel, tints and shades	Colour
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Colour	Colour	Colour	Colour	Colour	Line - helaina sharpley, observational drawing	Line - helaina sharpley, observational drawing	Line - Wire manipulation British values
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Line - Wire manipulation British values	Line - Drawings planning and outcome	Line - Drawings planning and outcome	Line - outcome	Line - outcome	Pattern - origins, exploring and cultural	Pattern - origins, exploring and cultural	Pattern : Iain Macarthur - artist research and study
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Pattern : Iain Macarthur - artist research and study	Pattern : Spirit animal and Gridded Drawing	Pattern : Spirit animal and Gridded Drawing	Pattern : Final outcome	Pattern : Final outcome	Pattern : Final outcome	Pattern : Final outcome	Texture - Illustration
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Texture - Illustration	Texture - monster designs	Texture - monster designs	Texture - Making the monsters	Texture - Making the monsters	Texture - application of colour	Texture - application of colour	




 Art Year 8							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Painting	Landscape - Surrealism 3D
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Surrealism 3D
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Landscape - Surrealism 3D	Landscape - Surrealism 3D	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	Landscape - Papercutting	



 Art Year 9							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture	Superheroes - Portraiture
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Superheroes - Printmaking - Deborah Klein	Superheroes - Printmaking - Deborah Klein	Superheroes - Printmaking - planning	Superheroes - Printmaking - planning	Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - Printmaking
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - Printmaking	Superheroes - animal	Superheroes - Digital - animal	Superheroes - Digital
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Superheroes - Digital	Superheroes - Digital	Superheroes - Digital	Superheroes - Digital	Superheroes - Painting composition	Superheroes - Painting composition	Superheroes - Painting composition	Superheroes - Painting composition
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Superheroes - Painting	Superheroes - Painting	Superheroes - Painting	Superheroes - Painting	Superheroes - Painting	Superheroes - Painting	Superheroes - Painting	

 Art Year 10							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
S66	S66	S66	S66	S66	S66	S66	S66
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
S66	S66	S66	S66	S66	S66	S66	FMP
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
FMP	FMP	FMP	FMP	FMP	FMP	FMP	



 Art Year 11							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
FMP	FMP	FMP	FMP	FMP	FMP	FMP	ESA
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
ESA	ESA	ESA	ESA	ESA	ESA	ESA	ESA
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
ESA	ESA	EXAM	EXAM	EXAM			
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	



Year 7 – Tier 3 Vocabulary and Definitions

Curriculum Component: Introduction to Art & Creative Careers (Weeks 1–3)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Introduction to Art & Creative Careers	Career	an occupation undertaken for a significant period of a person's life and with opportunities for progress
1	Introduction to Art & Creative Careers	Aspiration	a strong desire to achieve something high or great
1	Introduction to Art & Creative Careers	Aims	having the intention of achieving something
2	Introduction to Art & Creative Careers	Skillset	a person's range of skills or abilities
2	Introduction to Art & Creative Careers	Creativity	the ability to produce or use original and unusual ideas
3	Introduction to Art & Creative Careers	Dexterity	skill in performing tasks, especially with the hands

Curriculum Component: Observational Drawing & Line (Weeks 4–9)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
4	Observational Drawing & Line	Continuous line drawing	a drawing done without taking your pen or pencil off the page
4	Observational Drawing & Line	Outline	the basic shape of something, drawn with limited detail
5	Observational Drawing & Line	Detail	making a precise and well-observed replication in drawing
5	Observational Drawing & Line	Observe / Observation	to look closely
6	Observational Drawing & Line	Tone	areas of light and dark
6	Observational Drawing & Line	Shading	when using pencil to apply tone in different shades
7	Observational Drawing & Line	Shadow	a dark area produced where light is unable to reach
7	Observational Drawing & Line	Highlight	the area which is lightest – where the light hits
8	Observational Drawing & Line	Pressure	how much force is applied
8	Observational Drawing & Line	Guidelines	light lines used to keep proportions correct

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	Observational Drawing & Line	Proportion	the size of different parts of something in relation to each other
9	Observational Drawing & Line	Ellipse	a circle seen from the side

Curriculum Component: Colour Theory & Painting (Weeks 10–16)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Colour Theory & Painting	Primary colour	colours from which all other colours are made
10	Colour Theory & Painting	Secondary colour	colours made by mixing together two of the primary colours
11	Colour Theory & Painting	Tint	a lighter variety of a colour
11	Colour Theory & Painting	Shade	a darker variety of a colour
12	Colour Theory & Painting	Blending	painting going from one colour smoothly into another
12	Colour Theory & Painting	Contrasting	colours which sit opposite to each other on the colour wheel
13	Colour Theory & Painting	Harmonious	colours which sit next to each other on the colour wheel
13	Colour Theory & Painting	Warm colours	colours associated with heat or the sun
14	Colour Theory & Painting	Cool colours	colours associated with cold or water
15	Colour Theory & Painting	Monochrome	a single colour
16	Colour Theory & Painting	Texture	the look or feel of a surface

Curriculum Component: Composition & Visual Communication (Weeks 17–23)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
17	Composition & Visual Communication	Composition	the act of putting something together by combining different elements in order or layout
17	Composition & Visual Communication	Scale	the overall physical size of an artwork or the objects within it
18	Composition & Visual Communication	Symmetry	being the same on either side



Week	Curriculum Component	Tier 3 Vocabulary	Definition
18	Composition & Visual Communication	Pattern	a repeating collection of decorative shapes
19	Composition & Visual Communication	Message	to communicate a point or meaning to the viewer
19	Composition & Visual Communication	Communicate	to share or exchange information, news, or ideas
20	Composition & Visual Communication	Viewer	a person who looks at or inspects something
20	Composition & Visual Communication	Symbols	a thing that represents or stands for something else
21	Composition & Visual Communication	Represent	to express something with a symbol or collection of images in place of words
22	Composition & Visual Communication	Describe	to explain in words the appearance or attributes of something
22	Composition & Visual Communication	Analyse	examine something in detail to explain and interpret it
23	Composition & Visual Communication	Interpret	to explain or guess the meaning of something

Curriculum Component: Typography & Graphic Elements (Weeks 24–28)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
24	Typography & Graphic Elements	Font	the specific style of text
24	Typography & Graphic Elements	Typography	the art and technique of arranging type to make written language legible, readable, and appealing
25	Typography & Graphic Elements	Organic	inspired by nature
25	Typography & Graphic Elements	Geometric	mathematical shapes and ordered lines
26	Typography & Graphic Elements	Density	the degree of compactness of a substance or pattern
27	Typography & Graphic Elements	Illustration	a picture or diagram that helps make something clear or attractive
28	Typography & Graphic Elements	Annotation	a note by way of explanation or comment added to a text or diagram



Curriculum Component: 3D Form & Clay Techniques (Weeks 29–39)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
29	3D Form & Clay Techniques	3D (Three Dimensional)	not flat; having height, width, and depth
30	3D Form & Clay Techniques	Thumb pots	a simple form of hand-made pottery
31	3D Form & Clay Techniques	Score	to break the surface of the clay
31	3D Form & Clay Techniques	Slip	watered-down clay used as an adhesive
32	3D Form & Clay Techniques	Carving	removing parts of the clay to create a design
33	3D Form & Clay Techniques	Relief	building upon the surface of the clay to create a design
34	3D Form & Clay Techniques	Manipulate	to control or influence a material
35	3D Form & Clay Techniques	Stability	being firm, solid, steady, and secure
36	3D Form & Clay Techniques	Personality	the combination of characteristics that form an individual's distinctive character
37	3D Form & Clay Techniques	Macro	incredibly close-up
38	3D Form & Clay Techniques	Perspective	representing three-dimensional objects on a two-dimensional surface to show depth
39	3D Form & Clay Techniques	Meaning	what is meant by a word, text, image, or action

Year 8 – Tier 3 Vocabulary and Definitions

Curriculum Component: Landscape & Environment (Weeks 1–8)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Landscape & Environment	Landscape	all the visible features of an area of land
1	Landscape & Environment	Environment	the surroundings or conditions that a living organism finds itself in
2	Landscape & Environment	Rural	relating to the countryside
2	Landscape & Environment	Urban	relating to built-up areas such as towns or cities
3	Landscape & Environment	Realism	art that reflects appearance in a literal way



Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Landscape & Environment	Figurative art	art recognisable as its subject matter
4	Landscape & Environment	Abstract	art not concerned with recognisable forms
4	Landscape & Environment	Simplified	making something easier by focusing on key features
5	Landscape & Environment	Atmosphere	the tone or mood of a place
6	Landscape & Environment	Primary colour	colours from which all other colours are made
6	Landscape & Environment	Secondary colour	colours made by mixing two primary colours
7	Landscape & Environment	Watercolour paint	water-based solid paint
8	Landscape & Environment	Acrylic paint	plastic-based paint that does not come out of clothes

Curriculum Component: Colour & Application (Weeks 9–14)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	Colour & Application	Tint	a lighter variety of a colour
9	Colour & Application	Shade	a darker variety of a colour
10	Colour & Application	Blending	painting going from one colour smoothly into another
10	Colour & Application	Fade	going from dark or strong colour to pale
11	Colour & Application	Contrasting	colours which sit opposite each other on the colour wheel
11	Colour & Application	Harmonious	colours which sit next to each other on the colour wheel
12	Colour & Application	Warm colours	colours associated with heat
12	Colour & Application	Cool colours	colours associated with cold
13	Colour & Application	Application	the method by which paint is applied
14	Colour & Application	Texture	the look or feel of a surface

Curriculum Component: Cultural & Contemporary Contexts (Weeks 15–20)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Cultural & Contemporary Contexts	Surreal	combining realistic things in unrealistic ways
15	Cultural & Contemporary Contexts	Fantasy	imagining impossible or improbable things

Week	Curriculum Component	Tier 3 Vocabulary	Definition
16	Cultural & Contemporary Contexts	Architecture	the art or practice of designing and constructing buildings
16	Cultural & Contemporary Contexts	Function	the purpose of a building and how its spaces are used
17	Cultural & Contemporary Contexts	Contemporary	happening in the present; modern
17	Cultural & Contemporary Contexts	Graffiti	visual communication involving unauthorised marking of public space
18	Cultural & Contemporary Contexts	Vandalism	deliberate destruction or damage to property
19	Cultural & Contemporary Contexts	Symbols	objects or images that stand for something else
20	Cultural & Contemporary Contexts	Represent	to express something using symbols

Curriculum Component: Textiles & Craft Techniques (Weeks 21–28)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
21	Textiles & Craft Techniques	Running stitch	small even stitches that run back and forth
22	Textiles & Craft Techniques	Back stitch	solid stitching made by sewing backward then forward
23	Textiles & Craft Techniques	Chain stitch	stitching creating a chain-like pattern
24	Textiles & Craft Techniques	French knot	stitch forming a small decorative dot
25	Textiles & Craft Techniques	Sequin	small shiny disc sewn onto fabric
26	Textiles & Craft Techniques	Beading	sewing beads onto fabric
27	Textiles & Craft Techniques	Composition	arranging different elements together in a layout
28	Textiles & Craft Techniques	Mark-making	creating lines, textures, or shapes on a surface

Curriculum Component: Printmaking & Photography (Weeks 29–39)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
29	Printmaking & Photography	Monoprinting	a printmaking technique creating a single image
30	Printmaking & Photography	Newsprint	cheap absorbent paper used for printmaking
31	Printmaking & Photography	Roller / Brayer	tool used to spread ink evenly
32	Printmaking & Photography	Tessellate	shapes fitting together without gaps

Week	Curriculum Component	Tier 3 Vocabulary	Definition
33	Printmaking & Photography	Geometric pattern	repeated organised shapes and lines
34	Printmaking & Photography	Angle	position of the camera in relation to the subject
35	Printmaking & Photography	Eye-level	camera held horizontally to subject
36	Printmaking & Photography	High angle	camera facing downward
37	Printmaking & Photography	Low angle	camera facing upward
38	Printmaking & Photography	Foreground	part of an image closest to the camera
39	Printmaking & Photography	Background	area furthest from the camera

Year 9 – Tier 3 Vocabulary and Definitions

Curriculum Component: Portraiture & Identity (Weeks 1–8)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Portraiture & Identity	Portraiture	the art of creating a likeness of a person through drawing, painting, or sculpture
1	Portraiture & Identity	Identity	characteristics and traits that define an individual or group
2	Portraiture & Identity	Observation	close and accurate visual study of a subject
2	Portraiture & Identity	Contour	the outline that defines a form or edge
3	Portraiture & Identity	Proportion	the relative size of different parts of a face or figure
3	Portraiture & Identity	Expression	the portrayal of emotion or personality
4	Portraiture & Identity	Tone	areas of light and dark used to create form
4	Portraiture & Identity	Contrast	the degree of difference between tones or colours
5	Portraiture & Identity	Composition	how visual elements are arranged within the artwork
6	Portraiture & Identity	Stylisation	deliberately simplifying or exaggerating features
7	Portraiture & Identity	Media	materials or tools used to create artwork
8	Portraiture & Identity	Refinement	improving work through adjustment and development

Curriculum Component: Printmaking & Artist Influence (Weeks 9–16)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	Printmaking & Artist Influence	Printmaking	transferring an image from one surface to another
9	Printmaking & Artist Influence	Monoprint	a single, unique print created using ink
10	Printmaking & Artist Influence	Relief printing	raised areas are inked and pressed onto paper
10	Printmaking & Artist Influence	Block	the material used to carry the design
11	Printmaking & Artist Influence	Etching	cutting or incising a design into a surface
11	Printmaking & Artist Influence	Lino cut	a print made by carving into linoleum
12	Printmaking & Artist Influence	Registration	aligning multiple layers or colours correctly
12	Printmaking & Artist Influence	Brayer / Roller	tool used to spread ink evenly
13	Printmaking & Artist Influence	Texture	the look or feel of a printed surface
14	Printmaking & Artist Influence	Composition	arrangement of shapes, lines and textures in a print
15	Printmaking & Artist Influence	Deborah Klein	an artist known for her printmaking and symbolic use of pattern and texture
16	Printmaking & Artist Influence	Contrast	differences in tone or colour that create interest

Curriculum Component: Digital Art & Layering (Weeks 17–23)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
17	Digital Art & Layering	Digital art	artwork created using computers or digital devices
17	Digital Art & Layering	Pixel	the smallest unit of a digital image
18	Digital Art & Layering	Resolution	the level of detail in a digital image



Week	Curriculum Component	Tier 3 Vocabulary	Definition
18	Digital Art & Layering	Raster	pixel-based images that lose quality when enlarged
19	Digital Art & Layering	Vector	digital images made of lines and curves that can be resized without losing quality
19	Digital Art & Layering	Layer	a separate element within a digital composition
20	Digital Art & Layering	Transparency	allowing lower layers to be seen through upper layers
20	Digital Art & Layering	Opacity	how solid or see-through a digital layer or colour is
21	Digital Art & Layering	Blend tool	a digital function used to merge or soften colours and edges
22	Digital Art & Layering	Filter	a digital effect applied to alter an image's appearance
23	Digital Art & Layering	Composition	arranging digital elements such as images and text for visual impact

Curriculum Component: Painting & Material Control (Weeks 24–31)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
24	Painting & Material Control	Underpainting	the first layer of paint that establishes tone and composition
24	Painting & Material Control	Hue	the pure colour without tint or shade
25	Painting & Material Control	Tint	a lighter variation of a colour
25	Painting & Material Control	Shade	a darker variation of a colour
26	Painting & Material Control	Highlight	the lightest area where the light source hits
26	Painting & Material Control	Blending	smoothly transitioning from one colour to another
27	Painting & Material Control	Layering	building up areas of paint to add depth and richness
27	Painting & Material Control	Brushwork	the visible texture created by brushstrokes



Week	Curriculum Component	Tier 3 Vocabulary	Definition
28	Painting & Material Control	Palette	the range of colours used in a painting
29	Painting & Material Control	Opacity	how much a paint hides or covers the surface beneath
30	Painting & Material Control	Composition	the placement and balance of visual elements in a painting
31	Painting & Material Control	Contrast	differences in colour, tone, or texture that create visual interest

Curriculum Component: Independent Project & Personal Response (Weeks 32–39)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
32	Independent Project & Personal Response	Process	the steps taken to develop artwork
33	Independent Project & Personal Response	Annotation	notes explaining thinking, ideas, and next steps
34	Independent Project & Personal Response	Perspective	representing three-dimensional objects on a two-dimensional surface to show depth
35	Independent Project & Personal Response	Distortion	altering form or proportion deliberately
36	Independent Project & Personal Response	Refinement	improving work through adjustment
37	Independent Project & Personal Response	Evaluation	reflecting on and judging strengths and improvements
38	Independent Project & Personal Response	Outcome	the final completed piece
39	Independent Project & Personal Response	Composition	arranging elements purposefully to communicate meaning



Key Stage 4 – GCSE Art (AQA) Tier 3 Vocabulary and Definitions

Curriculum Component: Component 1 – Portfolio Development (Weeks 1–24)

AO1 – Develop Ideas Through Investigation (Weeks 1–8)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	AO1: Develop Ideas	Portfolio (Component 1)	the body of work built during the course showing development from initial ideas to final outcomes (60% of GCSE)
1	AO1: Develop Ideas	Stimulus / Starting point	the theme, brief or image that initiates the project
2	AO1: Develop Ideas	Sources	artists, objects, artefacts or contexts which inform work
2	AO1: Develop Ideas	Contextual reference	using historical or contemporary ideas to inform own work
3	AO1: Develop Ideas	Conceptual response	artwork driven by idea or meaning
3	AO1: Develop Ideas	Personal intention	the student's own aim or direction
4	AO1: Develop Ideas	Authentic Context	genuine framework giving purpose to the work
5	AO1: Develop Ideas	Visual language	the vocabulary of art used to communicate
6	AO1: Develop Ideas	Audience / Purpose	who the work is for and why it is made
7	AO1: Develop Ideas	Authenticity / Authentic work	work genuinely produced by the student
8	AO1: Develop Ideas	Sketchbook / Work-book / Journal	area used to record research, ideas and development

AO2 – Refine Work Through Experimentation (Weeks 9–16)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	AO2: Refine Work	Refinement	improving, adjusting or selecting elements
9	AO2: Refine Work	Iteration	repeating or re-working aspects to improve
10	AO2: Refine Work	Mixed-media	combining two or more materials in one artwork
10	AO2: Refine Work	Assemblage	grouping found objects together
11	AO2: Refine Work	Relief printing	ink applied to raised surfaces and transferred



Week	Curriculum Component	Tier 3 Vocabulary	Definition
11	AO2: Refine Work	Monoprint	a single unique print
12	AO2: Refine Work	Collagraph	textured materials adhered and inked for printing
13	AO2: Refine Work	Digital working methods	techniques involving digital devices
13	AO2: Refine Work	Lens-/Light-based media	photography or video work
14	AO2: Refine Work	Surface treatment	modifications to surface appearance
15	AO2: Refine Work	Prototyping	making a preliminary model
16	AO2: Refine Work	Modelling / Maquette	small scale version of a 3D object

AO3 – Record Ideas & Observations (Weeks 17–20)

Week Curriculum Component Tier 3 Vocabulary Definition

17	AO3: Record Ideas	Working drawing	drawing supporting development of an outcome
18	AO3: Record Ideas	Annotation	notes explaining thinking and choices
19	AO3: Record Ideas	Mark-making	using marks to represent tone, texture or movement
20	AO3: Record Ideas	Layering	building up surfaces in stages

AO4 – Present Personal Response (Weeks 21–24)

Week Curriculum Component Tier 3 Vocabulary Definition

21	AO4: Present Response	Outcome	the final piece submitted for assessment
22	AO4: Present Response	Final realisation	the fully resolved completed piece
23	AO4: Present Response	Installation	artwork occupying a space
24	AO4: Present Response	Evaluation	reflecting on strengths and improvements

Curriculum Component: Component 2 – Externally Set Assignment (Weeks 25–39)

ESA Launch & Investigation (Weeks 25–30)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
25	ESA: Launch	Externally Set Assignment (ESA, Component 2)	timed project under exam conditions (40% of GCSE)
26	ESA: Research	Sources	artists and contexts informing work
27	ESA: Development	Contextual reference	linking ideas to relevant artistic practice
28	ESA: Development	Personal intention	clarified direction of final piece
29	ESA: Refinement	Refinement	improving ideas before final exam

Week	Curriculum Component	Tier 3 Vocabulary	Definition
30	ESA: Iteration	Iteration	testing and revisiting ideas

Formal Elements & Technical Language (Integrated Across ESA)

Week Curriculum Component Tier 3 Vocabulary Definition

31	Formal Elements	Line	continuous mark made on a surface
31	Formal Elements	Tone	gradations of light and dark
32	Formal Elements	Texture	surface quality of a work
32	Formal Elements	Colour	hues, values and intensities used
33	Formal Elements	Form	three-dimensional volume
33	Formal Elements	Shape	two-dimensional area defined by edges
34	Formal Elements	Space	area within and around components
34	Formal Elements	Composition	organisation of elements in an artwork
35	Formal Elements	Scale	size in relation to surroundings
35	Formal Elements	Structure	how an artwork is built
36	Formal Elements	Surface	outermost finish of an artwork
36	Formal Elements	Rhythm	movement achieved through repetition

Final Exam Preparation & Realisation (Weeks 37–39)

Week Curriculum Component Tier 3 Vocabulary Definition

37	Final Preparation	Modulation	subtle variation in tone or colour
38	Final Exam	Outcome	final realised piece
39	Post-Exam Review	Evaluation	reflective judgement of success

