Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

11N - Navigator Curriculum – *ART 6 lessons weekly*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	**Topic: Egyptian Art** **Suggested Key Questions:** What do you notice about the style of Ancient Egyptian art? Why did Egyptians create art? What materials and colours did they use? What rules did artists follow when drawing people? What symbols are commonly used in Egyptian art? (e.g., hieroglyphs, gods, animals) **Key skills and knowledge:** Develop sketching skills, starting with light pencil lines to map out shapes and figures. Understand and apply the Egyptian style of drawing people (e.g., side profile heads, front-facing eyes, sideways bodies). Use the grid method to help with positioning and proportions.	**Topic: Final composition (Ancient Culture)** **Suggested Key Questions:** How can you combine ideas from different cultures into one final piece? Which cultural styles or symbols have you enjoyed exploring the most? How can you plan your composition to show a clear design? How do artists choose colours, patterns, and layouts for a final artwork? How can your artwork show meaning, identity, or storytelling? What techniques will you use to make your work detailed and complete? **Key skills and knowledge:** Develop and refine ideas by selecting elements from different cultural art forms (e.g., patterns, symbols, styles). Use sketching and planning techniques, such as thumbnail sketches or the grid method, to organise a final design. Apply knowledge of composition, considering	**Topic: Exam** **Suggested Key Questions:** *What are the different exam titles or themes available?* *Which theme do you feel most interested in or inspired by?* *What ideas come to mind when you read each title?* *Which theme links best to skills or techniques you have already explored?* *How can you develop your own personal response to the title?* *Which theme will allow you to create a strong and meaningful final piece?* **Key skills and knowledge:** Carefully read and understand exam titles, identifying key words and themes. Develop the ability to generate initial ideas through mind maps, sketches, and notes. Show increasing confidence in making independent choices about a chosen theme. Begin to explore personal responses, linking ideas to	**Topic: Exam** **Suggested Key Questions:** How can you build on your chosen exam theme? Which of your ideas have been the most successful so far? How can you improve and refine your work? What new techniques or materials could you explore? How can you make your work more personal and meaningful? How can you show clear development in your sketchbook? **Key skills and knowledge:** Continue to develop and refine ideas, building on initial responses to the exam title. Show increasing confidence in experimenting with a wider range of materials and techniques. Improve ability to analyse and reflect on work, making meaningful changes.	**Topic: Exam.** **Suggested Key Questions:** How can you finalise and strengthen your ideas before the exam? Which techniques do you feel most confident using? How can you improve the quality and detail of your work? What have you learned that you will apply in your final piece? How can you manage your time effectively during the exam? **Key skills and knowledge:** Refine and finalise ideas, selecting the strongest concept for the exam outcome. Demonstrate confidence in using chosen materials and techniques effectively. Improve focus on accuracy, detail, and presentation quality. Develop ability to work independently under timed conditions. Apply prior learning to create a coherent and resolved outcome.	**Topic: Sea life** **Suggested Key Questions:** What can you find in an underwater environment? What shapes, patterns, and textures do sea creatures have? How do artists show movement in water? What colours are commonly seen under the sea? How can you show depth and distance in an underwater scene? **Key skills and knowledge:** Develop observational drawing skills, focusing on sea life (fish, coral, shells). Practise sketching lightly first, then building detail and confidence in lines. Explore line, shape, and pattern, inspired by natural sea forms. Investigate tone and shading to show light filtering through water. Experiment with colour blending, especially blues, greens, and contrasting bright colours. Use drawing to record ideas and respond to natural forms.

	Explore line and pattern, especially in clothing, jewellery, and borders. Develop understanding of tone and colour, using bold, flat colours similar to ancient artworks. Practise careful outlining and controlled line work. Draw to record ideas, knowledge, and cultural understanding.	balance, layout, and spacing. Demonstrate control of line, tone, and colour, using techniques practised in previous topics. Combine different media and materials (e.g., pencil, ink, paint, colour) effectively. Show understanding of cultural influences, using symbols and styles thoughtfully and respectfully. Develop work with increasing attention to detail, refining and improving throughout the process.	experiences, interests, or previous work. Experiment with different starting points, such as images, emotions, or cultural influences. Demonstrate an understanding of how a theme can be developed into a sustained project. .	Strengthen use of annotation, explaining decisions and progress clearly. Explore more complex compositions, focusing on layout, scale, and detail. Demonstrate progress in skill, control, and creativity over time. Develop a more independent approach to making creative decisions.	Show clear understanding of how to meet assessment objectives in practice.	Begin to understand how to create a sense of movement and flow in artwork.
Links to Gatsby bench mark	**4. Linking curriculum learning to careers** Reference to fine art. Design at further education. Careers in design and illustration	**4. Linking curriculum learning to careers** Careers in design and the visual arts. Produce design and illustration	**4. Linking curriculum learning to careers** Working alongside artist Jon Denaro.	**4. Linking curriculum learning to careers** Careers in design and the visual arts. Product design and illustration. Students will explore design composition ideas.	**4. Linking curriculum learning to careers** Careers in design and the visual arts. Product design and illustration. Students plan and refine ideas and will work under exam conditions. Working to deadlines and planning.	**4. Linking curriculum learning to careers** Careers in design and the visual arts. Produce design and illustration