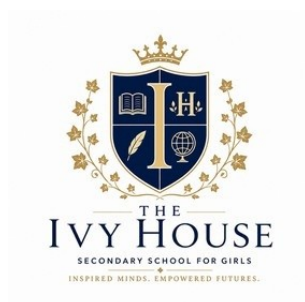




THE IVY HOUSE

Secondary School for Girls

Part of Gardens of Jannah Trust

LONG TERM PLAN | ART

Fine Art (AQA 8202) | Years 7 to 11

Intent | Implementation | Impact

How our pupils learn to see, to make and to reflect across the secondary journey

Inspired Minds. Empowered Futures.

Curriculum intent

At The Ivy House, art is a discipline of careful seeing and patient making. Our pupils learn to look closely at the created world, to record what they see with honesty, and to shape materials with skill and intention. We teach art as a form of tarbiyah. The habits the subject asks for, attention, patience and the willingness to begin again, are the habits that form character. When a pupil spends an hour drawing the structure of a single leaf, she is learning to notice the order and beauty that the Quran invites the believer to reflect upon.

Our curriculum leads towards the AQA GCSE in Art and Design, Fine Art, specification 8202. Our pupils begin this course in Year 9 and complete it in Year 11. The journey across five years is built so that every skill a pupil needs for the demands of GCSE is taught early, practised often, and deepened year on year.

We place the Islamic visual tradition at the heart of what we study. Geometry, the arabesque, calligraphy, the illuminated page and the architecture of the mosque are among the highest achievements of human art, and they belong to our pupils as part of their inheritance. Alongside this tradition our pupils study a wide range of artists from across the world, and the work of women artists is named and explored in every year.

Our approach to making and to representation

The AQA Fine Art specification does not require pupils to draw the human figure or to produce portraits. Pupils choose the areas of study through which they meet the assessment objectives. Still life, the natural world, landscape, the built environment, pattern, geometry and abstraction are all valid routes, and our curriculum is built around them. Our pupils work from objects, plants, natural forms, buildings and the rich grammar of Islamic pattern and letterform. This meets the full demands of the qualification while remaining in harmony with the ethos of our school. Where pupils study artists whose work includes the figure, our teaching attends to composition, colour, mark making and meaning rather than to reproducing the figure itself.

Curriculum principles

- Skills are taught explicitly and revisited often. Nothing important is left to chance.
- Drawing is the foundation of everything and is practised in every unit.
- Every unit joins making to looking. Our pupils study the work of real artists and learn to talk and write about art with growing confidence.

- Knowledge of materials grows steadily, from pencil and paper in Year 7 to the wide range of media expected at GCSE.
- The Islamic visual tradition is studied as living practice, not as decoration.
- Women artists are named and studied in every year of the curriculum.
- Assessment supports growth. Our pupils know what they are aiming for and how to improve.

Whole school curriculum map

Years 7 and 8 are taught together as a mixed age group and follow a two year rotation, Cycle A and Cycle B, so that every pupil meets the full programme across the key stage. Our single Year 9 pupil joins this group for shared sessions while following the Year 9 art programme. From Year 9 the curriculum follows the AQA specification at full depth.

Stage	Term 1	Term 2	Term 3
KS3 Cycle A	Ways of Seeing: formal elements and observational drawing from natural forms	The Colour of the World: colour theory and painting through botanical and landscape study	Unity and Order: an introduction to Islamic geometric art, building pattern from the circle
KS3 Cycle B	Pattern and Print: relief printing and the repeating motif, the arabesque and biomorphic form	The Beauty of the Word: calligraphy, letterform and the illuminated page	Built Beauty: architecture, space and perspective, drawing the built environment
Year 9 (GCSE begins)	Foundations of Drawing: formal elements at GCSE depth, observation, tone and media	Materials and Surface: media exploration, mixed media, colour and texture	Geometry and the Arabesque: a sustained, artist led project
Year 10 (Portfolio)	The Artist's Voice: artist study and personal response, Portfolio project one	Sustained Investigation: developing and refining the Portfolio	Personal Investigation: independent direction begins
Year 11 (Portfolio and ESA)	Completing the Portfolio: refinement and presentation (Component 1, 60 percent)	Externally Set Assignment: the preparatory period (question released in January)	Examination and Exhibition: the 10 hour supervised assignment and the final show

Each unit named above is detailed in its own Medium Term Plan, which sets out the lesson sequence, the artists studied, the key vocabulary, the assessment points and the anchoring within our wider ethos.

Disciplinary skills progression

The table below shows how the core skills of the subject build from Key Stage 3 to the end of GCSE. Each skill is introduced early and returned to with rising demand, so that by Year 11 our pupils work with real independence.

Strand	Key Stage 3	Year 9	Years 10 and 11
Drawing and observation	Records simple forms with growing accuracy, line and basic tone	Uses tone, proportion and a range of media to record with confidence	Draws fluently and selectively to serve a personal intention
Colour and media	Mixes colour, applies paint and prints with care	Explores several media and surfaces with purpose	Selects and combines media independently to refine ideas
Pattern and geometry	Constructs basic geometric pattern and repeating motifs	Develops geometric and arabesque forms into resolved work	Uses pattern and structure as a personal visual language
Knowledge of artists	Names and describes the work of studied artists, women named throughout	Investigates sources and links them to her own ideas (AO1)	Builds a sustained, critical study of chosen artists and traditions
Analysis and response	Talks and writes simply about what she sees	Annotates work and explains decisions clearly	Writes a reasoned personal investigation that supports the practical work
Independence and voice	Follows tasks and begins to make choices	Takes ownership of a guided project	Directs her own enquiry from first idea to final outcome (AO4)

Threads that run through the curriculum

- Observation: learning to see. The trained eye is the first tool of the artist and of the reflective believer.
- Order and pattern: the mathematics of beauty. Geometry connects our art to the natural world and to the Islamic tradition.
- Material and surface: the made object. Pupils learn what different media can do and how to choose well.
- The artist's voice: meaning and personal response. Over time a pupil moves from following a task to directing her own enquiry.
- Heritage: art as inheritance. Our pupils come to know the visual achievements of the Muslim world as their own.

Artists and practitioners we study

Across the five years our pupils study makers from many cultures and periods, and the contribution of women is named throughout.

- Geometry, pattern and abstraction: Monir Shahroudy Farmanfarmaian, Lulwah Al Homoud, Samira Mian, Shirazeh Houshiary, Bridget Riley and Yayoi Kusama.
- Natural form and still life: Georgia O'Keeffe, Maria Sibylla Merian and Rachel Ruysch.
- Architecture and space: Zaha Hadid, whose drawings open the study of structure and line.
- The living Islamic tradition: the disciplines of geometry (handasa), the arabesque (islami) and illumination (tazhib), studied through historical works and the practice of artists working today.

Assessment and progression

Key Stage 3

Work is assessed each term against clear criteria, using the green, amber and red descriptors shared across the school. Drawing, the use of media and knowledge of artists are each tracked. Feedback is specific and is followed by time to improve. Sketchbooks are central, and our pupils learn to value process as much as finished outcome.

Key Stage 4 (AQA 8202)

From Year 9 our pupils work towards the four assessment objectives of the specification. AO1 asks them to develop ideas through investigation of sources, including the work of artists. AO2 asks them to explore and refine using media and techniques. AO3 asks them to record ideas and observations. AO4 asks them to present a personal and meaningful response.

The qualification has two components. Component 1 is the Portfolio, worth 60 percent, built across Years 10 and 11. Component 2 is the

Externally Set Assignment, worth 40 percent, which includes a period of preparation followed by 10 hours of supervised work. Our pupils sit the supervised assignment in the summer of Year 11 and present their work in a final exhibition.

Cultural capital and enrichment

- Gallery and museum visits, including the Jameel Gallery of Islamic Art at the Victoria and Albert Museum and the Islamic gallery at the British Museum.
- A strong sketchbook culture in which looking, collecting and reflecting become daily habits.
- An annual exhibition of pupil work, with the Year 11 final show as its high point.
- Visiting artists and makers where possible, with women practitioners invited to share their work.

Inclusion and accessibility

Art is a subject in which every pupil can succeed. Tasks are adapted so that our pupils with additional needs can take part fully and make progress. Materials, seating and the scale of work are arranged to support pupils with visual or physical needs. Outcomes are valued for the thinking and the effort they show, not only for technical finish.

Materials and resources

Our pupils have access to a core range of materials: graphite and coloured pencils, fine liners, watercolour and acrylic paint, soft pastels, printing equipment for relief and mono printing, geometric drawing instruments, and good quality paper and sketchbooks. Reference images, artist resources and exemplar work support every unit.

Character formation and links across the curriculum

Art forms character through the daily practice of patience (sabr), the pursuit of excellence (ihsan) and the habit of reflection. The subject connects naturally to others. Geometry links to Mathematics. The study of the Islamic visual tradition links to our Muqaddimah strand and to History. Drawing from natural forms links to Science. Writing about art strengthens the skills of analysis our pupils build in English.

Review and version control

Version 1.0, drafted June 2026 for the September 2026 opening. This plan is reviewed each July. The next review is due July 2027. The plan is owned by the Head of Art, with sign off by the Curriculum Lead and the Principal of The Ivy House.