

Subject Art

Year 9, 10 and 11 Scheme of Learning 2025 - 2026

Subject leader: Miss E Jones

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught <i>Focus- Broaden skills and build confidence in 2D and 3D techniques and processes.</i>	Drawing and Printmaking		Drawing and Painting		Drawing and Sculpture End of Year 1 hr Exam	
	<p>Prerequisites KS3 Art curriculum develops understanding of Formal Elements and foundational art skills. Year 7 Key Themes:</p> <ul style="list-style-type: none"> Observational and Tone: Focused on drawing from observation and developing tonal skills. Abstract and Colour: Explored colour theory and painting techniques. Imagination and 3D: Experimented with 3D design and sculpture, including shaping, joining, and decorating materials creatively. 		<p>Prerequisites In Terms 1 and 2, students built on Year 8 drawing and printmaking skills.</p> <ul style="list-style-type: none"> Improved observational drawing using advanced techniques and natural forms. Explored different perspectives to enhance visual accuracy and creativity. Deepened printmaking skills through lino printing, mono printing, and relief methods. Focused on composition, layering, and texture in printmaking. Reinforced technical skills while applying them in more creative and complex ways. Produced more refined and thoughtful artwork. Project served as a bridge between foundational skills and advanced techniques. Prepared students for tackling more complex themes in future projects. 		<p>Prerequisites In Terms 3 and 4 students revisited and built on Year 8 drawing and painting skills.</p> <ul style="list-style-type: none"> Deepened understanding of formal elements: tone, shape, and colour. Improved accuracy and creativity in representing observations. Explored new techniques and applied colour theory in painting. Refined brush control, composition, and layering methods. Continued developing observational skills using natural forms and real-life subjects. Created more refined and expressive artworks. Strengthened foundational skills while advancing artistic techniques. Prepared for more complex and creative challenges in future projects. 	

	<p style="text-align: center;">Why are we teaching this now?</p> <ul style="list-style-type: none"> • Develops students' ability to generate and refine ideas and record observations. • Emphasizes observational drawing and exploration of natural forms. • Builds on printmaking techniques, including lino printing. • Introduces experimentation with Relief, Mono, and Collagraph printing. • Encourages connections to artists' work to deepen understanding of composition, technique, and visual language. • Enhances drawing skills while exploring new ways to translate observations into print. • Promotes reflection and analysis to support self-evaluation and improvement. • Leads to a final outcome showing technical skill, creativity, and personal expression. • Fosters a deeper understanding of the art-making process • Empowers students to develop their artistic voice and explore creative possibilities. 	<p style="text-align: center;">Why are we teaching this now?</p> <ul style="list-style-type: none"> • Focuses on enhancing brush skills and deepening colour theory knowledge. • Aims to improve paint handling and composition refinement. • Develops brush control and understanding of colour relationships for better self-expression. • Encourages experimentation with techniques like wet into wet, scumbling, and layering. • Builds on observational skills through painting practice. • Promotes the creation of more sophisticated and intentional artwork. • Strengthens students' ability to make informed artistic decisions. • Supports the development of creative ideas and personal expression through painting. 	<p style="text-align: center;">Why are we teaching this now?</p> <ul style="list-style-type: none"> • Focuses on refining artistic abilities and deepening engagement with the creative process. • Encourages idea development through investigation and critical understanding of sources. • Builds on existing skills in both 2D and 3D media to improve communication of ideas. • Promotes confident recording of ideas and observations using a variety of media. • Explores how 3D artists express ideas differently from 2D approaches. • Supports connections between students' work and that of others in response to a theme.
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GCSE / AQA Art and Design / Fine Art (QAN code: 601/8088/2 Specification Code: 8202)

Specification o References	Big questions	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Term 1 and 2 Drawing and Printmaking Techniques and Processes- <i>Broaden and refine printmaking skills introduced in Year 8 by experimenting with a wider range of techniques such as mono printing, lino, and collagraph. Investigate how both historical and contemporary artists use printmaking processes to communicate ideas, and evaluate how these techniques influence meaning and visual impact. Use this understanding to confidently select, adapt, and develop personal ideas that are appropriate for printmaking outcomes.</i></p>							
<p>AQA Unit 1 Portfolio</p>	<p>How do artists use printmaking techniques and processes?</p> <p>Why is drawing important for printmaking?</p> <p>How does positive and negative space work in lino printmaking?</p> <p>What is does the term relief mean in printmaking and how can we demonstrate it in Lino?</p> <p>What does it mean to realise intentions in Printmaking?</p> <p>Why do we need to evaluate our printmaking work?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked to printmaking</p> <ul style="list-style-type: none"> Learn about artists who specialise in printmaking and the techniques used <p>(AO3) Record images and information appropriate for printmaking. Annotation</p> <ul style="list-style-type: none"> Use drawing media to record images for print Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Experiment with Lino</p> <ul style="list-style-type: none"> Experiment with printmaking techniques and media relevant to intentions Explore compositions suitable for printmaking. Make connections to 	<p>What they must do</p> <p><i>Artist study Identify characteristics in artists work</i></p> <p><i>A3 Accurate Self Portrait</i></p> <p><i>Explore mark making in planning an abstract lino print design</i></p> <p><i>Transfer a portrait onto lino</i></p> <p><i>Create lino prints</i></p> <p><i>Annotate work</i></p>	<p>Literacy: Keywords- <i>Relief, Repeat, Lino, Abstract</i></p> <p>Command Words- Record Develop Refine Outcome Evaluate</p> <p>Health & Safety: <i>Keep hands behind cutting tools. Use bench hook.</i></p>	<p>Homework: Linked to Drawing and Printmaking x2 hours per cycle</p> <p>Once Per Term Assessment inc. EBI followed by PIT</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Printmaking equipment- <i>lino cutting tools, bench hooks, ink trays and rollers etc.</i></p> <p>Printmaking media-<i>lino, ink, paper etc.</i></p> <p>Visualiser</p>	<p>SMSC: Social/Moral- <i>Sharing opinions about Art</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital-</p>

		<p>research, information and artist styles.</p> <p>(AO4) Produce one or more finished prints</p> <ul style="list-style-type: none"> Produce one or more outcomes in print <p>Stretch and Challenge <i>Demonstrate an ability to work independently and effectively with negative and positive space in print. Innovative use of printmaking.</i></p>					See ADT Curriculum Map
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Term 3 and 4 Drawing and Painting Techniques and Processes- *Extend knowledge of colour theory introduced in Year 7 by developing more advanced painting skills, including the use of acrylics and a broader range of application techniques. Investigate how artists use colour, composition, and painting methods to communicate mood, atmosphere, and emotion. Apply these insights to inform and enhance students' own creative responses, demonstrating purposeful use of colour and technique in their final outcomes.*

<p>AQA Unit 1 Portfolio</p>	<p>How do artists use painting techniques and processes?</p> <p>What is special about the primary colours?</p> <p>How do you make a tertiary colour?</p> <p>Where do the complementary colours sit on the colour wheel and how do they relate?</p> <p>How can warm and cool colours be used to create depth in paintings?</p> <p>Can you demonstrate how a neutral colours can created from the primaries?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked to painting</p> <ul style="list-style-type: none"> Learn about artists who specialise in painting and the techniques used <p>(AO3) Record images and information appropriate for printmaking. Annotation</p> <ul style="list-style-type: none"> Use drawing media to record images relevant to intentions in with paint Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Experiment with paint</p> <ul style="list-style-type: none"> Experiment with drawing and painting techniques 	<p>What they must do</p> <p><i>Advanced Colour Wheel</i></p> <p><i>Artist study-sections of artists work recreating brush work and colour</i></p> <p><i>Identify characteristics in artists work</i></p> <p><i>Accurate drawings linked to landscape theme</i></p> <p><i>Practice Watercolour and Acrylic</i></p>	<p>Literacy:</p> <p>Keywords- <i>Primary, Secondary, Tertiary, Complementary, Neutral</i></p> <p>Command Words- Record Develop Refine Outcome Evaluate</p> <p>Health & Safety: <i>Taking care near water and sink area to prevent slipping.</i></p>	<p>Homework: Linked to Drawing and Painting x2 hours per cycle</p> <p>Once Per Term Assessment inc. EBI followed by PIT</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Painting equipment- <i>brushes, palettes, water pots, spatula etc.</i></p> <p>Painting media- <i>acrylics, ready mix, watercolour, paper.</i></p> <p>Visualiser</p>	<p>SMSC:</p> <p>Social/Moral- <i>Sharing opinions about Art</i></p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions</i></p> <p><i>Art related workshops</i></p> <p><i>Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain</i></p> <p><i>WPD of the month on display board</i></p>
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	<p>Can you utilise different painting techniques?</p> <p>Can you apply a specialist painting techniques to your own artwork?</p>	<ul style="list-style-type: none"> • Make connections to artists work. <p>(AO4) Produce an artist inspire painting</p> <ul style="list-style-type: none"> • Produce an outcome in paint <p>Stretch and Challenge Demonstrate an exceptional ability to independently present work in paint.</p>	<p><i>painting techniques</i> <i>Work on brush skills</i></p> <p><i>Landscape painting inspired by selected artist and landscape theme.</i></p> <p><i>Annotate work</i></p>			<p><i>Art in the news/ What's on locally</i></p> <p>Enrichment- <i>GCSE Club</i> <i>Tuesdays</i> <i>Spring Gallery trip</i></p> <p>Cultural Capital- See ADT Curriculum Map</p>
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Term 5 and 6 Drawing and Sculpture Techniques and Processes- Build on 3D skills learned in Key Stage 3 by exploring more advanced sculpture techniques using clay and card.

Learn to work on a larger scale and use methods like slab-building, coiling, carving in clay, and folding, layering, and slotting in card.

Explore how artists use these materials to express ideas and messages. Develop your own sculpture ideas through research and experimentation, and create a final piece that shows both skill and meaning.

<p>AQA Unit 1 Portfolio</p>	<p>How do artists use 3D materials, techniques and processes?</p> <p>How can the use of primary and secondary sources support the development of ideas for 3D?</p> <p>Can you demonstrate sculpture techniques?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked to sculpture</p> <ul style="list-style-type: none"> • Learn about artists who specialise in sculpture and the techniques used <p>(AO3) Record images and information appropriate for sculpture. Annotation</p> <ul style="list-style-type: none"> • Use drawing media to record images to inspire 3D ideas • Annotate work as it progresses using analytical and evaluative writing styles including own opinion <p>(AO2) Experiment with 3D media for sculpture</p> <ul style="list-style-type: none"> • Experiment with 3D techniques and media relevant to intentions 	<p>What they must do</p> <p><i>Artist study- Identify characteristics in artists work</i></p> <p><i>Accurate drawings linked to 3D theme</i></p> <p><i>Practice card construction and clay techniques</i></p> <p><i>3D outcome in card / Clay</i></p> <p><i>Annotate work</i></p>	<p>Literacy: Keywords- <i>Card- Corrugated, Scoring, Stacking, Smooth bend, Flange</i> <i>Clay- Rolling, Squeezing, pulling and pinching, Carving, Smoothing, Joining, Slabbing.</i></p> <p>Command Words- Record Develop Refine Outcome Evaluate</p> <p>Health & Safety: Follow guidance for safe use of clay, and cutting tools.</p>	<p>Homework: Linked to Drawing and Painting x2 hours per cycle</p> <p>Once Per Term Assessment inc. EBI followed by PIT</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>3D equipment- <i>clay tools, wire cutters.</i> 3D media- <i>Corrugated card, Clay Glazes</i></p> <p>Visualiser</p> <p>SMSC: Social/Moral- <i>Sharing opinions about Art</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board</i></p>
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		<ul style="list-style-type: none"> • Make connections to research, information and artist styles. <p>(AO4) Produce one or more outcomes in 3D</p> <ul style="list-style-type: none"> • Produce one or more outcomes in 3D <p><i>Stretch and Challenge</i> <i>Demonstrate an exceptional ability to independently explore 3D form and materials.</i></p>					<p><i>Art in the news/ What's on locally</i></p> <p>Cultural Capital- See ADT Curriculum Map</p>
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Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught <i>Focus- Specialise in skills learned in Year 9 and respond to a given theme working towards outcomes in Drawing/Printmaking /Painting/Sculpture.</i>	Structures Investigate artists Research, record and collect resources	Structures Explore and develop ideas	Structures Refine ideas Develop outcomes	Personal Histories Investigate artists Research, record and collect resources	Personal Histories Investigate artists Research, record and collect resources	Personal Histories Refine ideas Develop outcomes End of Year Exam 2hrs
	<p align="center">Prerequisites</p> <p>In Year 9, students revisited and built upon their Year 8 skills in drawing, printmaking, painting, and 3D work:</p> <ul style="list-style-type: none"> Continued to refine and deepen understanding of key artistic processes: recording, developing, refining, evaluating, and realising intentions. Consolidated existing knowledge while further developing technical abilities. Explored a broader range of media and techniques to produce more sophisticated, meaningful artwork. Encouraged to reflect critically on their progress and apply skills to more complex creative projects. 			<p align="center">Prerequisites</p> <p>During Terms 1–4, students began the first of two sustained projects, themed ‘Structures’:</p> <ul style="list-style-type: none"> Focused on developing skills in observational drawing and 3D design. Explored a variety of media and techniques, emphasizing careful planning and composition. Encouraged to experiment with materials and choose those that best suited their artistic intentions. Applied techniques to communicate their understanding of the theme effectively. Studied artists connected to the theme for inspiration and insight. Emphasis placed on sustaining a cohesive project, with each stage—from recording to final evaluation—contributing to a well-realised outcome. 		
	<p align="center">Why are we teaching this now?</p> <p>Continue to explore the theme of <i>Structures</i>, building on skills in observational drawing, printmaking, and 3D design:</p> <ul style="list-style-type: none"> Work with a variety of media and techniques, making selective choices to communicate ideas effectively. Use composition planning to arrange visual elements with purpose and cohesion. Deepen understanding of both 2D and 3D styles while responding creatively to the theme. Develop technical skills further through ongoing practice and experimentation. Study a broader range of artists to inform and inspire their creative work. Reflect on progress through evaluation and refinement. Focus on confidently recording, developing, refining, evaluating, and realising artistic intentions in both 2D and 3D formats. 			<p align="center">Why are we teaching this now?</p> <p>Students begin a new sustained project under the theme ‘<i>Personal Histories</i>’:</p> <ul style="list-style-type: none"> Focus on portrait genre linking back to Y9 Terms 1 and 2 Deepen understanding of techniques and media through focused exploration. Build confidence in artistic abilities and decision-making. Develop skills in observation, drawing, and planning. Refine personal ideas and artistic approaches in response to the theme. 		

Term 1-3 Structures 2D/3D Project- In *art*, the term **structure** pertains to the arrangement and mutual relation of the part of the body, object or composition. **Structure** refers to the relation of parts, to the relative proportions of the component elements. It also refers to the underlying skeleton which supports the whole figure, giving form to flesh. Investigate how artists use manmade and natural structures to inspire artwork. Use knowledge of the theme to select and develop personal and meaningful ideas.

<p>Unit 1 Portfolio</p>	<p>Can you identify the characteristics in artists work?</p> <p>Why are primary sources are the richest form of research?</p> <p>How can Secondary sources enrich the development of ideas?</p> <p>How can the study of other artists help you find your own direction in the development of ideas?</p> <p>How can the refining process help you to fully realise intentions?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked the theme 'Structures'</p> <ul style="list-style-type: none"> Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. <p>(AO3) Record images and information appropriate for the theme 'Structures'</p> <p>Ongoing Annotation</p> <ul style="list-style-type: none"> Record a range of images to inspire ideas Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Explore and develop ideas linked to theme 'Structures'.</p> <p>Select and refine ideas for the theme 'Structures'</p> <ul style="list-style-type: none"> Explore and develop ideas Make connections to research, information and chosen artist style. Experiment with techniques and media relevant to intentions <p><i>Stretch and Challenge</i></p>	<p>What they must do</p> <p><i>Artist study- Identify characteristics in artists work</i></p> <p><i>Accurate drawings linked still life theme</i></p> <p><i>Develop drawings into Surrealist style compositions</i></p> <p><i>Surrealist inspired outcome</i></p> <p><i>Annotate work</i></p>	<p>Literacy:</p> <p>Keywords- <i>Surrealism, Composition, Perspective</i></p>	<p>Homework:</p> <p>Linked to Drawing and Painting x2 hours per cycle</p> <p>Once Per Term Assessment inc. EBI followed by PIT</p> <p>Every Lesson</p> <p>100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Artist example packs</p> <p>2D media- Soluble graphite, Pen and Wash, Paint</p> <p>Visualiser</p>	<p>SMSC:</p> <p>Social/Moral- Sharing opinions about Art</p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital- See ADT Curriculum Map</p>
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		<p><i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i></p> <p><i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i></p> <p><i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i></p> <p><i>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and an exceptional ability to demonstrate understanding of visual language.</i></p>					
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Term 4-6 Personal Histories (Portraiture)- Students will build on the drawing and painting skills developed during the Structures project, shifting their focus from objects and landscapes to the genre of portraiture. They will be introduced to contemporary portrait artists such as Alexandra Dillon, Rone, Julia Condon, and Antoni Columboni. Through this unit, students will explore their own personal identity using portraiture as a creative lens.

<p>AQA Unit 1 Portfolio</p>	<p>Can you identify the characteristics in artists work?</p> <p>Why are primary sources are the richest form of research?</p> <p>How can Secondary sources enrich the development of ideas?</p> <p>What is a self-portrait?</p> <p>How can the study of other artists help you find your own direction in the development of ideas?</p> <p>How can the refining process help you to fully realise intentions?</p>	<p><u>What they must learn</u></p> <p>(AO1) Artist investigation linked the theme 'Personal Histories'</p> <ul style="list-style-type: none"> Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. <p>(AO3) Record images and information appropriate for the theme 'Personal Histories' Ongoing Annotation</p> <ul style="list-style-type: none"> Record a range of images to inspire ideas Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Explore and develop ideas in linked to theme 'Personal Histories'. Select and refine ideas for the theme 'Personal Histories'</p> <ul style="list-style-type: none"> Explore and develop ideas Make connections to research, information and chosen artist style. Experiment with techniques and media relevant to intentions <p><i>Stretch and Challenge</i></p>	<p><u>What they must do</u></p> <p><i>Artist study- Identify characteristics in artists work</i></p> <p><i>Draw personal object</i></p> <p><i>Accurate drawings linked portrait theme</i></p> <p><i>Develop drawings into artist inspired portrait</i></p> <p><i>Portrait outcome</i></p> <p><i>Annotate work</i></p>	<p>Literacy: Keywords- <i>Portraiture, Personality, Proportion, Composition, Symbolism.</i></p>	<p>Homework: Linked to Drawing and Painting x2 hours per cycle</p> <p><u>Once Per Term Assessment inc. EBI followed by PIT</u></p> <p><u>Every Lesson</u> 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Artist example packs</p> <p>2D media- Soluble graphite, Pen and Wash, Paint, Etching materials</p> <p><u>Visualiser</u></p>	<p>SMSC: Social/Moral- <i>Sharing opinions about Art</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital- See ADT Curriculum Map</p>
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		<p><i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i></p> <p><i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i></p> <p><i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i></p> <p><i>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and an exceptional ability to demonstrate understanding of visual language.</i></p>					
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Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught <i>Focus-</i> <i>Prepare students for external exam through Walking Talking Mock project</i>	Mock Exam Questions linked to Structures and Personal Histories 5hr Mock		Exam Prep		Final Exam 10 hours	
	<u>Prerequisites</u> In Year 10, students developed their ability to work on sustained projects through two key themes: ‘Structures’ and ‘Personal Histories’. <ul style="list-style-type: none"> • In ‘Structures’, they refined observational drawing, experimented with media, and explored 2D/3D techniques. • Learned to plan compositions and make informed creative choices. • In ‘Personal Histories’, students chose between portrait or still life pathways. • Developed personal ideas and deepened their understanding of artists and techniques. • These projects built confidence, independence, and creative decision-making. 		<u>Prerequisites</u> Students combined and extended skills and knowledge from their Year 10 projects, ‘Structures’ and ‘Personal Histories’, in a mock exam: <ul style="list-style-type: none"> • Responded to a choice of internally set questions that extended earlier themes. • Encouraged to work with greater independence and personal interpretation. • Demonstrated ability to develop, refine, and realise creative intentions. • Practiced effective time management and made informed media and technique choices. • Gained essential preparation for the externally set GCSE exam. • Built confidence and reinforced their understanding of the creative process. 			
	<u>Why are we teaching this now?</u> <ul style="list-style-type: none"> • Students will apply and extend skills and knowledge from their Year 10 projects, ‘Structures’ and ‘Personal Histories’, in a mock exam: • The internally set task offers a choice of questions that build on and extend Year 10 themes adding stretch and challenge • Encourages greater independence and personal interpretation. • Students will demonstrate their ability to develop, refine, and realise personal ideas. • Serves as a consolidation of prior learning and preparation for the externally set GCSE exam. • Builds confidence in time management, media selection, and creating meaningful final outcomes. 		<u>Why are we teaching this now?</u> <ul style="list-style-type: none"> • Taught at this stage to help students apply all prior learning independently in response to their externally set exam question. • Builds on skills, techniques, and creative thinking developed in KS3 and Year 10. • Students demonstrate increasing autonomy in recording, developing, refining, evaluating, and realising ideas. • Encourages personal and meaningful connections with their chosen theme. • Deepens understanding of visual language and enhances time management and decision-making skills. • Culminates in the production of a final piece during the 10-hour exam. 			

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Specification o References	Big questions	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1 and 3 Mock Exam- Students select from a choice of 4 internally set questions designed to extend work from Year 10 sustained projects and prepare a personal response to their chosen theme.

<p>Unit 1 Portfolio</p> <p>Can you identify the characteristics in artists work?</p> <p>Why are primary sources are the richest form of research?</p> <p>How can Secondary sources enrich the development of ideas?</p> <p>How can the study of other artists help you find your own direction in the development of ideas?</p> <p>How can the refining process help you to fully realise intentions?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked to chosen Mock Exam Question</p> <ul style="list-style-type: none"> Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. <p>(AO3) Record images and information appropriate for the chosen Mock Exam Question</p> <p>Ongoing Annotation</p> <ul style="list-style-type: none"> Record a range of images to inspire ideas Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Explore and develop ideas in linked to chosen Mock Exam question.</p> <p>Select and refine ideas for chosen Mock Exam Question</p> <ul style="list-style-type: none"> Explore and develop ideas 	<p>What they must do</p> <p><i>Artist study- Identify characteristics in artists work</i></p> <p><i>Accurate drawings linked to chosen Mock Exam Question</i></p> <p><i>Develop drawings and research into artist inspired work</i></p> <p><i>Outcome linked to chosen Mock Exam Question</i></p> <p><i>Annotate work</i></p>	<p>Literacy:</p> <p>Command Words- Record Develop Refine Outcome Evaluate</p>	<p>Homework: Linked to Drawing and Painting x2 hours per cycle</p> <p>Once Per Term Self- Assessment using RAG system</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Artist Examples</p>	<p>SMSC:</p> <p>Social/Moral- <i>Sharing opinions about Art</i></p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital-</p>
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		<ul style="list-style-type: none"> • Make connections to research, information and chosen artist style. • Experiment with techniques and media relevant to intentions <p>Stretch and Challenge <i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i></p> <p><i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i></p> <p><i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i></p> <p><i>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and an exceptional ability to demonstrate understanding of visual language.</i></p>						See ADT Curriculum Map
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Term 3 and 5 Exam- Students select from a choice of 4 internally set questions designed to extend work from Year 10 sustained projects and prepare a personal response to their chosen theme.

<p>Unit 1 Portfolio</p>	<p>Can you identify the characteristics in artists work?</p> <p>Why are primary sources are the richest form of research?</p> <p>How can Secondary sources enrich the development of ideas?</p> <p>How can the study of other artists help you find your own direction in the development of ideas?</p> <p>How can the refining process help you to fully realise intentions?</p>	<p>What they must learn</p> <p>(AO1) Artist investigation linked to chosen Exam Question</p> <ul style="list-style-type: none"> Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. <p>(AO3) Record images and information appropriate for the chosen Exam Question</p> <p>Ongoing Annotation</p> <ul style="list-style-type: none"> Record a range of images to inspire ideas Annotate work as it progresses using analytical and evaluative writing styles including own opinions <p>(AO2) Explore and develop ideas in linked to chosen Exam question.</p> <p>Select and refine ideas for chosen Exam Question</p> <ul style="list-style-type: none"> Explore and develop ideas Make connections to research, information and chosen artist style. Experiment with techniques and media relevant to intentions <p>Stretch and Challenge <i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i></p>	<p>What they must do</p> <p><i>Artist study- Identify characteristics in artists work</i></p> <p><i>Accurate drawings linked to chosen Exam Question</i></p> <p><i>Develop drawings and research into artist inspired work</i></p> <p><i>Outcome linked to chosen Exam Question</i></p> <p><i>Annotate work</i></p>	<p>Literacy:</p> <p>Command Words- Record Develop Refine Outcome Evaluate</p>	<p>Homework: Linked to Drawing and Painting x2 hours per cycle</p> <p>Once Per Term Self- Assessment using RAG system</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share</p>	<p>Artist Examples</p>	<p>SMSC:</p> <p>Social/Moral- <i>Sharing opinions about Art</i></p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions</i></p> <p><i>Art related workshops</i></p> <p><i>Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain</i></p> <p><i>WPD of the month on display board</i></p> <p><i>Art in the news/ What's on locally</i></p> <p>Cultural Capital- See ADT Curriculum Map</p>
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		<p><i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i></p> <p><i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i></p> <p><i>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and an exceptional ability to demonstrate understanding of visual language.</i></p>					
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AQA GCSE Art and Design- National Assessment Criteria

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<p align="center">MARKS & Approx. Grades</p>	<p>Develop their ideas through investigations demonstrating critical understanding of sources. Candidates evidence:</p>	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Candidates evidence:</p>	<p>Record ideas, observations and insights relevant to their intentions as work progresses. Candidates evidence:</p>	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Candidates evidence:</p>
<p>24 Convincingly 23 Clearly 22 Adequately 21 Just Y11 7-8</p>	<p>An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.</p>	<p>An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.</p>
<p>20 Convincingly 19 Clearly 18 Adequately 17 Just Y11 5-6</p>	<p>A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.</p>	<p>A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.</p>
<p>16 Convincingly 15 Clearly 14 Adequately 13 Just Y9 4-5</p>	<p>A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.</p>	<p>A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.</p>

<p>12 Convincingly 11 Clearly 10 Adequately 9 Just</p> <p>Y8 3-4</p>	<p>A moderate ability to effectively develop ideas through purposeful investigations.</p> <p>A moderate ability to demonstrate critical understanding of sources.</p>	<p>A moderate ability to thoughtfully refine ideas.</p> <p>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A moderate ability to competently present a personal and meaningful response and realise intentions.</p> <p>A moderate ability to demonstrate understanding of visual language.</p>
<p>8 Convincingly 7 Clearly 6 Adequately 5 Just</p> <p>Y7 2-3</p>	<p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to demonstrate critical understanding of sources.</p>	<p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Some ability to demonstrate understanding of visual language.</p>
<p>4 Convincingly 3 Clearly 2 Adequately 1 Just</p> <p>1</p>	<p>Minimal ability to develop ideas through investigations.</p> <p>Minimal ability to demonstrate critical understanding of sources.</p>	<p>Minimal ability to refine ideas.</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Minimal ability to present a personal and meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language.</p>