

Subject Art

Year 9, 10 and 11 Scheme of Learning 2026 - 2027

Subject leader: Miss E Jones, Mrs L Slack

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	
	Prerequisites KS3 Art curriculum develops understanding of Formal Elements and foundational art skills. Year 7 Key Themes: 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.		Prerequisites In Terms 1 and 2, students built on Year 8 drawing and printmaking skills. - 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.		Prerequisites In Terms 3 and 4 students revisited and built on Year 8 drawing and painting skills. - 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.	

	Why are we teaching this now? • 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.	Why are we teaching this now? • 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.	Why are we teaching this now? • 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)
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>							
AQA Unit 1 Portfolio	How do artists use printmaking techniques and processes? Why is drawing important for printmaking? How does positive and negative space work in lino printmaking? What is does the term relief mean in printmaking and how can we demonstrate it in Lino? What does it mean to realise intentions in Printmaking? Why do we need to evaluate our printmaking work?	<u>What they must learn</u> (AO1) Artist investigation linked to printmaking - Learn about artists who specialise in printmaking and the techniques used (AO3) Record images and information appropriate for printmaking. Annotation - Use drawing media to record images for print - Annotate work as it progresses using analytical and evaluative writing styles including own opinions (AO2) Experiment with Lino - Experiment with printmaking techniques and media relevant to intentions - Explore compositions suitable for printmaking. Make connections to	<u>What they must do</u> <i>Artist study</i> <i>Identify characteristics in artists work</i> <i>A3 Accurate Self Portrait</i> <i>Explore mark making in planning an abstract lino print design</i> <i>Transfer a portrait onto lino</i> <i>Create lino prints</i> <i>Annotate work</i>	Literacy: Keywords- <i>Relief, Repeat, Lino, Abstract, Expressionist</i> Command Words- Record Develop Refine Outcome Evaluate Health & Safety: <i>Keep hands behind cutting tools. Use bench hook.</i>	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> <i>Green Practical AO1- German Expressionist Print evaluation using Think Pair Share- Must include description of Wood Cut and Artist study. Deep Retrieval Practice- Building on artist investigations skills repeated throughout KS3 Feedback and PIT</i> <u>Assessment</u> <i>Green Practical AO3- Set of 8 A6 studies using different media e.g. Soluble graphite, Pen and white paint, pen and wash, black and</i>	Printmaking equipment- <i>lino cutting tools, bench hooks, ink trays and rollers etc.</i> Printmaking media-<i>lino, ink, paper etc.</i> <u>Visualiser</u>	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> Cultural Capital-

		research, information and artist styles. (AO4) Produce one or more finished prints Produce one or more outcomes in print <i>Stretch and Challenge</i> <i>Demonstrate an ability to work independently and effectively with negative and positive space in print. Innovative use of printmaking.</i>			<i>white collage, White paint on black paper, Lino Print etc. Deep Retrieval Practice- Expanding on observational drawing skills practice in Year 7 Term 1 and 2 introducing new media</i> Feedback and PIT <u>Assessment</u> Green Practical AO2-Create x4 distorted portraits using media from task 2 Retrieval Practice- making connections between their own work and German Expressionist portraits, selecting and applying new media Feedback and PIT <u>Assessment</u> Yellow Practical AO4- Plan an A4 Lino print demonstrating knowledge and understanding of the German Expressionist portrait prints. Feedback and PIT <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice)		See ADT Curriculum Map
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					Pace and Participation		
Term 3 and 4 Drawing and Painting Techniques and Processes- <i>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.</i>							
AQA Unit 1 Portfolio	How do artists use painting techniques and processes? What is special about the primary colours? How do you make a tertiary colour? Where do the complementary colours sit on the colour wheel and how do they relate? How can warm and cool colours be used to create depth in paintings? Can you demonstrate how a neutral colours can created from the primaries? Can you utilise different painting techniques? Can you apply a specialist painting techniques to your own artwork?	<u>What they must learn</u> (AO1) Artist investigation linked to painting - Learn about artists who specialise in painting and the techniques used (AO3) Record images and information appropriate for printmaking. Annotation - 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 (AO2) Experiment with paint - Experiment with drawing and painting techniques - Make connections to artists work. (AO4) Produce an artist inspire painting - Produce an outcome in paint <i>Stretch and Challenge</i> <i>Demonstrate an exceptional ability to independently present work in paint.</i>	<u>What they must do</u> <i>Advanced Colour Wheel</i> <i>Artist study-sections of artists work recreating brush work and colour</i> <i>Identify characteristics in artists work</i> <i>Accurate drawings linked to landscape theme</i> <i>Practice Watercolour and Acrylic painting techniques</i> <i>Work on brush skills</i> <i>Landscape painting inspired by selected artist and landscape theme.</i> <i>Annotate work</i>	Literacy: Keywords- <i>Primary, Secondary, Tertiary, Complementary, Neutral</i> Command Words- Record Develop Refine Outcome Evaluate Health & Safety: <i>Taking care near water and sink area to prevent slipping.</i>	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> Green Practical AO1- X4 paintings inspired by Claude Monet's Rouen Cathedral series Feedback and PIT <u>Assessment</u> Green Practical AO3- Application of colour wheel to Hay stacks and painting technique. <i>Retrieval Practice- applying colour theory</i> Feedback and PIT <u>Assessment</u> Green Practical AO2- X4 Faversham based composition in style of Monet using acrylic. <i>Retrieval Practice- applying colour theory and brush techniques</i> Feedback and PIT <u>Assessment</u> Yellow Practical	Painting equipment- brushes, palettes, water pots, spatula etc. Painting media- acrylics, ready mix, watercolour, paper. <u>Visualiser</u>	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</i> <i>Art related workshops</i> <i>Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art in the news/ What's on locally</i> Cultural Capital- See ADT Curriculum Map

					AO4- Faversham based composition own choice of paint- <i>Retrieval Practice</i> colour wheel and <i>painting techniques</i>, <i>artist response</i>. Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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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.*

AQA Unit 1 Portfolio	How do artists use 3D materials, techniques and processes? How can the use of primary and secondary sources support the development of ideas for 3D? Can you demonstrate sculpture techniques?	What they must learn (AO1) Artist investigation linked to sculpture - Learn about artists who specialise in sculpture and the techniques used (AO3) Record images and information appropriate for sculpture. Annotation - Use drawing media to record images to inspire 3D ideas - Annotate work as it progresses using analytical and evaluative writing styles including own opinion	What they must do <i>Artist study- Identify characteristics in artists work</i> <i>Accurate drawings linked to 3D theme</i> <i>Practice card construction and clay techniques</i>	Literacy: Keywords- <i>Card- Corrugated, Scoring, Stacking, Smooth bend, Flange</i> <i>Clay- Rolling, Squeezing, pulling and pinching, Carving, Smoothing, Joining, Slabbing.</i> Command Words- Record Develop Refine Outcome Evaluate	Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical</i> AO1- Artist studies showing understanding of Shape, Form, Colour and Texture. <i>Retrieval Practice- understanding key characteristics of Claus Oldenburg, Pattianne Stevenson, Anna Barlow, Jenifer Collier's 3D work.</i>	3D equipment- <i>clay tools, wire cutters.</i> 3D media- Corrugated card, Clay Glazes Visualiser	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</i> <i>Art related workshops</i> <i>Careers board</i> Cultural-
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		(AO2) Experiment with 3D media for sculpture - Experiment with 3D techniques and media relevant to intentions - Make connections to research, information and artist styles. (AO4) Produce one or more outcomes in 3D - Produce one or more outcomes in 3D <i>Stretch and Challenge</i> <i>Demonstrate an exceptional ability to independently explore 3D form and materials.</i>	<i>3D outcome in card / Clay</i> <i>Annotate work</i>	Health & Safety: Follow guidance for safe use of clay, and cutting tools.	Feedback and PIT <u>Assessment</u> Green Practical AO3- Drawing cakes and biscuits primary sources. <i>Deep Retrieval Practice- X4 types of Shading Year 7 T1</i> Feedback and PIT <u>Assessment</u> Green Practical AO2- Practice modelling cakes and biscuits in cardboard and clay. <i>Deep Retrieval Practice- Clay Modelling Y7 & 8 Term 6</i> Feedback and PIT <u>Assessment</u> Yellow Practical AO4- Create best 3D cake in chosen media making connections to the artists explored. Feedback and PIT <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		<i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art in the news/ What's on locally</i> Cultural Capital- See ADT Curriculum Map
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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
	Prerequisites In Year 9, students revisited and built upon their Year 8 skills in drawing, printmaking, painting, and 3D work: - 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.			Prerequisites During Terms 1–4, students began the first of two sustained projects, themed ‘Structures’: - 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.		
	Why are we teaching this now? Continue to explore the theme of <i>Structures</i> , building on skills in observational drawing, printmaking, and 3D design: - 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.			Why are we teaching this now? Students begin a new sustained project under the theme ‘ <i>Personal Histories</i> ’: - 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.		

	• Focus on confidently recording, developing, refining, evaluating, and realising artistic intentions in both 2D and 3D formats.	
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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.

Unit 1 Portfolio	Can you identify the characteristics in artists work? Why are primary sources are the richest form of research? How can Secondary sources enrich the development of ideas? How can the study of other artists help you find your own direction in the development of ideas? How can the refining process help you to fully realise intentions?	<u>What they must learn</u> (AO1) Artist investigation linked the theme 'Structures' - Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. (AO3) Record images and information appropriate for the theme 'Structures' Ongoing Annotation - Record a range of images to inspire ideas - Annotate work as it progresses using analytical and evaluative writing styles including own opinions (AO2) Explore and develop ideas linked to theme 'Structures'. Select and refine ideas for the theme 'Structures' - Explore and develop ideas - Make connections to research, information and chosen artist style. - Experiment with techniques and media relevant to intentions <i>Stretch and Challenge</i>	<u>What they must do</u> <i>Artist study- Identify characteristics in artists work</i> <i>Accurate drawings linked still life theme</i> <i>Develop drawings into Surrealist style compositions</i> <i>Surrealist inspired outcome</i> <i>Annotate work</i>	Literacy: Keywords- <i>Surrealism, Composition, Perspective</i>	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> Green Practical AO1- Students to select 1 of the 4 artists and complete X1 A4 study and X1 close up study- Students are to annotate how they think the artist work relates to the theme structures Feedback and PIT <u>Assessment</u> Green Practical AO3- Drawing of man-made objects: Re-visit drawing techniques from previous learning: Scumbling, Mark-making- Tooth and hair brushes, spoons, forks, spanners and hammers (could work from secondary images) Students can select the process that they consider the best representation of the surface qualities of the structure they are recording. Using	Artist example packs 2D media- Soluble graphite, Pen and Wash, Paint <u>Visualiser</u>	SMSC: Social/Moral- Sharing opinions about Art Spiritual- '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 Cultural- Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally Cultural Capital- See ADT Curriculum Map
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		<i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i> <i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i> <i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i> <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>			different grade pencils: tonal bar then Blending techniques for shiny surfaces of objects from school Kitchen Feedback and PIT <u>Assessment</u> Green Practical AO2- Acrylic: Students are to combine one man made object and 1 natural form and paint using acrylic paint: creating a colour palette swatch as they work Water colour: Students are to combine one man made object and 1 natural form and paint using a water paint: creating a colour palette swatch as they work Feedback and PIT <u>Assessment</u> EOY EXAM Yellow Practical AO4- Choose acrylic or watercolour to refine into sustained outcome Feedback and PIT <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice)		
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					You Do (Independent Practice) Pace and Participation		
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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.

AQA Unit 1 Portfolio	Can you identify the characteristics in artists work? Why are primary sources are the richest form of research? How can Secondary sources enrich the development of ideas? What is a self-portrait? How can the study of other artists help you find your own direction in the development of ideas? How can the refining process help you to fully realise intentions?	<u>What they must learn</u> (AO1) Artist investigation linked the theme 'Personal Histories' - Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. (AO3) Record images and information appropriate for the theme 'Personal Histories' Ongoing Annotation - Record a range of images to inspire ideas - Annotate work as it progresses using analytical and evaluative writing styles including own opinions (AO2) Explore and develop ideas in linked to theme 'Personal Histories'. Select and refine ideas for the theme 'Personal Histories' - Explore and develop ideas - Make connections to research, information and chosen artist style. - Experiment with techniques and media relevant to intentions <i>Stretch and Challenge</i>	<u>What they must do</u> <i>Artist study- Identify characteristics in artists work</i> <i>Draw personal object</i> <i>Accurate drawings linked portrait theme</i> <i>Develop drawings into artist inspired portrait</i> <i>Portrait outcome</i> <i>Annotate work</i>	Literacy: Keywords- <i>Portraiture, Personality, Proportion, Composition, Symbolism.</i>	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> Green Practical Artist Study; Students to select one of the 4 artists and complete X1 A4 study and X1 close up study- ideally select artist face on examples so that A2 portrait can be transcribed into artist style- Photo Shoot to take place in lesson. Feedback and PIT <u>Assessment</u> Green Practical Drawing structure of the face; from front view- scaffolding could include quick 10 min Low Stakes test of drawing portrait then compare against photograph, guidelines/photocopies/graphite transfer. Feedback and PIT <u>Assessment</u> Green Practical Refining Portraits; Scaffolding could include, photocopies	Artist example packs 2D media- Soluble graphite, Pen and Wash, Paint, Etching materials <u>Visualiser</u>	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</i> <i>Art related workshops</i> <i>Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art in the news/ What's on locally</i> Cultural Capital- See ADT Curriculum Map
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		<i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i> <i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i> <i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i> <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>			<i>of original drawings/photographs/graphite transfer/Photo Shop editing.</i> Feedback and PIT <u>Assessment</u> EOY EXAM 2 HOURS Yellow Practical AO4- Final Piece in chosen media Feedback and PIT <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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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- 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'. • 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: • 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> • 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> • 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)
Term 1 and 3 Mock Exam- <i>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.</i>							
Unit 1 Portfolio	Can you identify the characteristics in artists work? Why are primary sources are the richest form of research? How can Secondary sources enrich the development of ideas? How can the study of other artists help you find your own direction in the development of ideas? How can the refining process help you to fully realise intentions?	<u>What they must learn</u> (AO1) Artist investigation linked to chosen Mock Exam Question - Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. (AO3) Record images and information appropriate for the chosen Mock Exam Question Ongoing Annotation - Record a range of images to inspire ideas - Annotate work as it progresses using analytical and evaluative writing styles including own opinions (AO2) Explore and develop ideas in linked to chosen Mock Exam question. Select and refine ideas for chosen Mock Exam Question - Explore and develop ideas	<u>What they must do</u> <i>Artist study- Identify characteristics in artists work</i> <i>Accurate drawings linked to chosen Mock Exam Question</i> <i>Develop drawings and research into artist inspired work</i> <i>Outcome linked to chosen Mock Exam Question</i> <i>Annotate work</i>	Literacy: Command Words- Record Develop Refine Outcome Evaluate	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> Green Practical AO1- Artist Investigation chosen artist to include examples, studies and artist evaluation Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories' 'Human'- Lucian Freud, Francoise Nielly and Kimmy Cantrell 'Flora and Fauna'- Georgia O'keeffe, Mark Brook and Becca Thorne. Feedback and PIT <u>Assessment</u> Green Practical	Artist Examples	SMSC: Social/Moral- Sharing opinions about Art Spiritual- '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 Cultural- Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally Cultural Capital-

		• Make connections to research, information and chosen artist style. • Experiment with techniques and media relevant to intentions Stretch and Challenge <i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i> <i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i> <i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i> <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>			AO3- Detailed drawing of chosen subject matter <i>Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories' 'Human'- Lucian Freud, Francoise Nielly and Kimmy Cantrell</i> <i>'Flora and Fauna'- Georgia O'keeffe, Mark Brook and Becca Thorne.</i> Feedback and PIT Assessment Green Practical AO2- Refining ideas linked to chosen question <i>Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories' 'Human'- Lucian Freud, Francoise Nielly and Kimmy Cantrell</i> <i>'Flora and Fauna'- Georgia O'keeffe, Mark Brook and Becca Thorne.</i> Feedback and PIT Assessment 5 HOUR MOCK EXAM Yellow Practical AO4- Final Piece in chosen media Feedback and PIT		See ADT Curriculum Map
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					<u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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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.

Unit 1 Portfolio	Can you identify the characteristics in artists work? Why are primary sources are the richest form of research? How can Secondary sources enrich the development of ideas? How can the study of other artists help you find your own direction in the development of ideas? How can the refining process help you to fully realise intentions?	What they must learn (AO1) Artist investigation linked to chosen Exam Question - Complete an in depth and thorough artist investigation including research, examples, artist studies and written artist evaluation. (AO3) Record images and information appropriate for the chosen Exam Question Ongoing Annotation - Record a range of images to inspire ideas - Annotate work as it progresses using analytical and evaluative writing styles including own opinions (AO2) Explore and develop ideas in linked to chosen Exam question. Select and refine ideas for chosen Exam Question - Explore and develop ideas - Make connections to research, information and chosen artist style. - Experiment with techniques and media relevant to intentions Stretch and Challenge <i>An exceptional ability to engage with and demonstrate critical understanding of artist work.</i>	What they must do <i>Artist study- Identify characteristics in artists work</i> <i>Accurate drawings linked to chosen Exam Question</i> <i>Develop drawings and research into artist inspired work</i> <i>Outcome linked to chosen Exam Question</i> <i>Annotate work</i>	Literacy: Command Words- Record Develop Refine Outcome Evaluate	Homework: X1 Hour PW See Scheme of Homework Assessment Green Practical AO1- At least 5 examples of the artist's work Including X1 A4 study and x2 close ups An artist evaluation- identifying key characteristics and expressing opinions X6 or more ideas of my own (this is your own artwork and composition planning) linked to the theme and chosen artist Feedback and PIT Assessment Green Practical AO3- Select at least 3 ideas to improve further / make even better. Try out at least 3 types of media Annotation of your own work (What, How and Why) Feedback and PIT Assessment Green Practical	Artist Examples	SMSC: Social/Moral- Sharing opinions about Art Spiritual- '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 Cultural- Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally Cultural Capital- See ADT Curriculum Map
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		<i>Show an exceptional ability to skilfully record ideas and observations and insights through drawing, annotation and other appropriate means.</i> <i>An exceptional ability to select and purposefully experiment with media, materials, techniques and processes.</i> <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>			AO2- 10 or more primary sources- your own photographs and drawings Secondary sources (work of others) where appropriate Annotation of your own work (What, How and Why) 10 or more primary sources- your own photographs and drawings Feedback and PIT <u>Assessment 10</u> <u>HOUR EXAM</u> Yellow Practical AO4- Plan for final Piece in chosen media Feedback and PIT <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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AQA GCSE Art and Design- National Assessment Criteria

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

13 Just Y9 4-5	A consistent ability to demonstrate critical understanding of sources.	purposefully experiment with appropriate media, materials, techniques and processes.	appropriate means relevant to intentions, as work progresses.	A consistent ability to demonstrate understanding of visual language.
12 Convincingly 11 Clearly 10 Adequately 9 Just Y8 3-4	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	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.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
8 Convincingly 7 Clearly 6 Adequately 5 Just Y7 2-3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
4 Convincingly 3 Clearly 2 Adequately 1 Just 1	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.