

Curriculum Overview				
Year Group	Term	Unit of Work	Assessment Content	Vocabulary mapping
7	1 + 2	<p>Colour Theory – <i>Painting</i> Mark Making – <i>Pencil, pen and Ink</i></p> <p>Why this? Why now?</p> <p>To introduce Art to our Year 7 Art students we have developed a range of projects that both secure an understanding of the basic elements of art as well as encouraging experimentation with a range of materials and processes to build confidence rather than perfection.</p> <p>In our investigation of colour we build on basic colour theory taught in KS1+2 and extend this through application of colour to create work inspired by more familiar artists including Van Gogh (often introduced at Ks2)</p> <p>This project also includes mark making as a focus which encouraging experimentation and build confidence in using a variety of tool to create different marks.</p> <p>We introduce contemporary artists such as Charles McGee and expand our view of the elements of Art investigating line, shape, space, contrast, texture and pattern in art. Mark making skills are extended to create purposeful and expressive techniques</p>	<p>Feedback points completed in lesson to review progress</p> <p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: Large scale mark making artwork</p>	<ul style="list-style-type: none"> • Colour theory is the study of how colours interact, mix, and create harmony or contrast, guiding artists in choosing and combining colours effectively. • Primary colours are the basic colours (red, blue, and yellow) that cannot be created by mixing other colours, and all other colours are derived from them. • Secondary colours are the colours formed by mixing two primary colours, such as orange (red + yellow), green (blue + yellow), and purple (red + blue). • Tertiary colours are created by mixing a primary colour with a secondary colour, resulting in hues like red-orange, blue-green, or yellow-green. • Harmonious colours are colours that are side by side on the colour wheel and create a pleasing, balanced combination when used together. • Complementary colours are pairs of colours that are opposite each other on the

		<p>Large scale individual work is produced with the view of every child participating in a whole school public exhibition in the summer term celebrating inclusion and creativity.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Secondary, tertiary, complementary, tints and shades and warm and cold colours. • Students will have a clear understanding of colour theory and how to mix and make colours using watercolour paints. • Some of the key elements of Art including line, shape, colour, space, contrast, texture, pattern • Understand and be able to research into different contextual artists including Vincent Van Gogh and Charles McGee <p>Be able to:</p> <ul style="list-style-type: none"> • To explain and give facts about artists and their different styles of work. • Demonstrating understanding using paint, pen, ink in similar styles and with similar techniques as artists. • Experiment with a range of mark making techniques with pencil, paint, pen and ink • Work on different scales including large formats 		<p>colour wheel, such as red and green, blue and orange, and yellow and purple, which create strong contrast and visual interest.</p> <ul style="list-style-type: none"> • Shades are colours that have been darkened by adding black, creating a deeper, richer tone. • Tints are colours that have been lightened by adding white, resulting in pastel or softer versions of the original colour. • Contrast refers to the difference between light and dark, or different colours, which creates visual interest and makes elements stand out in an artwork. • A line is a continuous mark made by a tool, which can vary in width, length, direction, and texture, and is used to define shapes, create movement, or represent boundaries. • Shape refers to a two-dimensional area defined by a boundary, typically geometric (like squares and circles) or organic (freeform shapes like clouds). • Space in art refers to the area around, between, or within objects, used to create depth or perspective in a composition.
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				<ul style="list-style-type: none"> • Texture is the surface quality of an artwork, either real (tactile) or implied (visual), that can convey how something feels or appears to feel. • Pattern is the repetition of elements such as shapes, colours, or lines, used to create rhythm, harmony, and structure in an artwork
	3 + 4	<p>Butterfly + Bugs – <i>Mixed Media</i></p> <p>Why this? Why now?</p> <p>Our second project in Year 7 Art builds further on the confidence in mark making and experimentation in project 1 by adding the techniques including of mixed media.</p> <p>In this project we aim to secure an understanding of some of the basic element of art including line, shape, colour, tone, form, space, contrast, texture and pattern.</p> <p>This project adds the practice of observational drawing where students draw from real life objects to help them apply their understanding of the</p>	<p>Feedback points completed in lesson to review progress</p> <p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: Butterfly final outcome</p>	<ul style="list-style-type: none"> • A Gelli print is a form of mono printing using a gelatin plate to create textured, vibrant prints, often with layers of color and pattern. • Collaboration in art refers to when two or more artists work together on a single project, combining their individual skills and ideas to create a shared artwork.

	<p>elements of art. The unit introduces the idea of 'drawing as a scientist'</p> <p>These skills are supported by recapping mark making techniques from project 1. Skills are extended with the introduction of mixed media, exposing students to new and interesting ways of creating art. This continues to show the value of experimentation in art. They will learn how to combine techniques to create a cohesive design.</p> <p>This experimentation aims to further build confidence and creativity. This is another fully inclusive project with individual outcomes to be on display in the high street to raise the positive profile of our school and instil pride in students.</p> <p>Students will know:</p> <ul style="list-style-type: none">• The formal elements of Art.• Different gradation techniques using colouring pencil and painting.• About different drawing techniques using pencil.• About different contextual artists including Andy Goldsworthy, E A Seguy and Karl Blossfeldt and Damien Hirst.• A range of techniques involved including sgraffito, collage and painting.		
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		<p>Be able to:</p> <ul style="list-style-type: none"> • Use the formal elements to explore Primary and Secondary Observational Drawings. • Extend mark making skills from first unit. • Explore several techniques using butterflies and their work from last term as a starting point. • Use varied mixed media techniques to produce a final piece of work reflecting the Pattern and texture of butterflies and bugs. • Combine techniques to create a cohesive design. 		
	5 + 6	<p>Commnity Festival– Gelliprinting and Zentangle</p> <p>Why this? Why now?</p> <p>In our final Year 7 Art project we consolidate skills learnt and practiced throughout the year. Students apply their knowledge on the elements of art through a final individual printed work as well as the opportunity to contribute to a collaborative piece to help celebrate a local event (currently the Newhaven Fish Festival). Students are introduced to printmaking through press print and gelli printing techniques. These techniques extend the mark making principles used earlier in the year as</p>	<p>Feedback points completed in lesson to review progress</p> <p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: Final printed piece and contribution to collaborative piece</p>	<ul style="list-style-type: none"> • Printmaking is the process of creating artworks by transferring ink from a matrix (such as a woodblock, metal plate, or screen) onto a surface like paper or fabric. • Mono print: A mono print is a one-of-a-kind print created by applying ink to a surface and then transferring it to paper, often with a painterly or freeform effect. • A single print refers to an individual artwork created using printmaking techniques, where only one

		<p>well as introduce the process of single and multiple prints.</p> <p>Students will know:</p> <ul style="list-style-type: none"> About composition, design and printing skills. How different techniques allow for single or multiple prints. How to gelliprint with texture and pattern. About different contextual artists including Raoul Dufy, Paul Klee and Ernst Haeckel. <p>Be able to:</p> <ul style="list-style-type: none"> Develop existing skills in mark making and transfer these to printmaking processes. Apply specific printmaking and mark making techniques Produce a cut-out final piece inspired by Zentangle art. 		<p>print is made from the matrix.</p> <ul style="list-style-type: none"> A press print is a print created using a printing press, where the matrix (like a plate or block) is pressed onto paper to transfer the image. A multiple print refers to a series of identical prints made from the same matrix, allowing the artist to produce several copies of the same image.
	1 +2	<p>Under the Microscope Project - <i>Printmaking</i></p> <p>Why this? Why now?</p>	<p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p>	<ul style="list-style-type: none"> Bacteria are microscopic, single-celled organisms that can be found in various

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At the start of Year 8 we continue extend students **skills in mark making and printmaking** with a **focus on detail and more considered designs**. The unit **revisits the idea of 'drawing as a scientist'** introduced in year 7 and looks at 'close up' details inspired by the work the work of Ernst Heakel in drawing microscopic specimens.

Students **extend their knowledge of composition by looking at repeating marks, shapes and designs to create repeating patterns**.

Colour is used to enhance work and create pattern in compositions.

This project continues to **consolidate skills** learnt and practiced throughout Year 7 and to help maintain confidence built thought previous projects.

Students will know:

- Different contextual artists including Wassily Kandinsky and Sonia Delaunay and Ernst Heakel.
- A variety of printmaking processes including - Mono printing
 - Wax resist techniques
 - Gelliprinting
- How to use materials including
 - Oil pastels
 - Bubble Painting
 - Painitng
 - Pen and ink

Be able to:

Assessment and end points:
Large scale collaborative work

environments, and some may cause diseases.

- A **microscope** is an instrument used to magnify small objects, allowing scientists and researchers to observe details that are not visible to the naked eye.
- **Illustrations** are visual representations or drawings created to accompany, explain, or enhance a written text.
- **Cells** are the basic structural and functional units of all living organisms, containing the necessary components for life processes.
- **Virus:** A **virus** is a microscopic infectious agent that can only replicate within the cells of a host organism and often causes disease.
- **Molecular** is a way of talking about to molecules, the smallest unit of a chemical compound, made up of atoms bonded together.
- **Detail** refers to the small, intricate parts or elements within an artwork or object that contribute to its overall appearance or meaning.
- **Refine:** To **refine** is to improve or perfect an artwork, technique, or process by making small

		<ul style="list-style-type: none"> Explore a range of techniques and link their work to relevant artists and movements. Be able to create a final piece using a range of techniques and link their work to relevant artists and movements. Be able to use a range of scientific imagery to create an artistic interpretation. Experiment and combine techniques including wax relief, printmaking, drawing and painting techniques How to use a range of media effectively to produce a final compositional piece. How to fine and adapt work as it progresses. 		<p>adjustments or eliminating imperfections.</p> <ul style="list-style-type: none"> Oil pastels are a type of art medium made from pigments and oil, offering a rich, smooth texture that can be layered and blended on paper or canvas. Blending is the process of smoothly transitioning between colors or tones in art to create a gradient or seamless effect. Gradation refers to a gradual change or transition in color, tone, or texture within a piece of artwork, often from light to dark or one color to another.
	3 + 4	<p>Mexican Day of the Dead – Mixed Media</p> <p>Why this? Why now?</p> <p>The Day of the Dead project introduced a cultural context as a starting point for exploring ideas and designs. We look at Frida Kahlo as a relevant Mexican artist as well as a model of resilience and how art enables us to express, process and communicate challenges in life.</p> <p>Students extend their knowledge of composition by looking at designing motifs and repeating these to create patterns.</p>	<p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: Individual mixed media piece</p>	<ul style="list-style-type: none"> A silhouette is a dark, flat shape or outline of a subject, typically filled with solid black, where the details are not visible, just the outline against a lighter background. A ceremony is a formal event or ritual that follows a specific set of actions, typically marking a significant occasion or tradition. Motifs are recurring themes, elements, or symbols in art, literature, or design that have particular

	<p>Techniques such as sgraffito and using tea stain add to the growing menu of materials and techniques the students are experimenting with and applying to their work.</p> <p>Colour is now central to the theme used to show understanding of the cultural influences as well as enhance work and create pattern in compositions.</p> <p>This project continues to consolidate skills learnt and practiced throughout Year 7 and 8 so far to help maintain confidence built through previous projects combining skill to produce an individual piece of work</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Different contextual artists including information on the artists Frida Kahlo. • A range of techniques including <ul style="list-style-type: none"> - Mono printing - Sgraffito - Painting Skills <p>Be able to:</p> <ul style="list-style-type: none"> • Be able to explore a range of techniques • Combine a variety of different techniques. • Evaluate and modify, using WWW and EBI. • Respond sensitively to cultural contexts 		<p>significance or contribute to the overall meaning of a work.</p> <ul style="list-style-type: none"> • A ritual is a series of actions or behaviors performed in a prescribed order, often for spiritual, cultural, or ceremonial purposes. • Grief is the intense sorrow or emotional suffering experienced after a loss, particularly the death of a loved one. • A celebration is a joyful event or activity marked by festivities, ceremonies, or acts of recognition to honour or commemorate something. • Customs are traditional practices or behaviours that are passed down within a culture, community, or family, often linked to specific occasions or rituals. • Symbolism is the use of symbols to represent ideas, concepts, or deeper meanings in art, literature, or culture, often conveying abstract themes or emotions. • Sgraffito is an artistic technique that involves scratching or scraping through a surface layer to reveal a contrasting colour or material underneath. The term comes from the Italian
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				<p>word <i>sgraffiare</i>, meaning "to scratch."</p> <ul style="list-style-type: none"> • Mixed Media refers to an art technique that combines different artistic media or materials in a single work. • 2D Relief (also known as low relief) is a form of art where the design or image is sculpted slightly from a flat surface, creating a minimal three-dimensional effect while still remaining predominantly two-dimensional.
	5 + 6	<p>Cubism Project – <i>Oil pastels + Mixed Media</i></p> <p>Why this? Why now?</p> <p>In the final Year 8 project we investigate the historical art movement of Cubism.</p> <p>Students continue to build experience and skills in observational drawing and revisiting the elements of art including line, shape, form, tone and colour.</p> <p>We investigate the concept of abstraction through the work of Georges Braque and Picasso and students learn how to create and develop their own work in this style.</p>	<p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: A3 oil pastel and collage piece</p>	<ul style="list-style-type: none"> • Cubism is an art movement that began in the early 20th century, co-founded by Pablo Picasso and Georges Braque. It is characterized by the use of geometric shapes, fragmented forms, and multiple perspectives within a single artwork. • Abstraction in art refers to the departure from reality in the depiction of subjects. Instead of representing the world in a literal or realistic manner, abstract art focuses on shapes, colours, and forms to express emotions, ideas, or concepts. • Fragmentation in art refers to the process of breaking down objects or subjects into smaller, disjointed pieces. This technique can

		<p>Student revisit using colour theory and using oil pastels, both introduced in year 7 but now, in this project they become the focus for a final outcome. Skills are extended to blending colour in oil pastels to add tone.</p> <p>Collage is also revisited as the main process for the extended work in response to cubism.</p> <p>Students will know:</p> <ul style="list-style-type: none">• About the cubist movement and contextual artists including Pablo Picasso and George Braque.• Understand different mixed media techniques using paint, oil pastels, Newspaper, Indian ink, chalk and charcoal. <p>Be able to:</p> <ul style="list-style-type: none">• Explore a range of techniques using Cubist images as inspiration.• Learn how to select successful techniques explored from previous projects and apply with skill.• Be reflect on their progress to modify their work.• Develop art responses inspired by artists, styles and materials.		<p>be seen in both Cubism and Collage, where the subject is fragmented and then reassembled in a new way.</p>
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1 + 2

Portrait Project - *Fine Art Illustration and printmaking***Why this? Why now?**

In Year 9 we encourage students to be **self-reflective in their art making**. We start with a portrait project where students return to **observational drawing** developing a **deeper understanding of proportion and positioning** through drawing features of the human face.

We then focus on **illustrative detail** where students can find success in element of the drawing the human face not always the full portrait.

Artists such as Loui Jover then influence the next stages where work is fragments and manipulated to include an **exploration of thoughts and feeling relevant to their teenage lives**

Students will make choices about how to combine techniques learnt over their KS3 art lesson in Year 7 and 8.

Student will know:

- How draw with proportion and scale
- How illustrate specific facial features in detail using pencil.
- About artist Loui Jover and take inspiration from these styles.

Ongoing recap activities

Observational drawing test as a baseline to show progress.

Assessment and end points:
Mixed media portrait

Portrait: refers to a representation of a person, usually focusing on their face, although it can include other parts of the body.

Collage is an artistic technique where various materials (such as paper, fabric, photographs, or found objects) are arranged and glued to a surface to create a new composition.

Abstract art is a style that does not aim to represent reality directly. Instead, it uses shapes, colors, and forms in ways that might not look like anything from the real world.

Detail: refers to the small, intricate parts of an artwork that contribute to its overall depth and richness.

Layer refers to the process of adding multiple levels of materials or techniques on top of one another to build up a work of art.

- **Primary observation** refers to the initial, direct viewing of something in real life or studying of a subject, often without any preconceived ideas or influences.
- **Secondary observation** is when an artist observes something that has already

		<ul style="list-style-type: none">• Different ways to manipulate work and combine techniques to create a cohesive mixed media work <p>Be able to:</p> <ul style="list-style-type: none">• How to draw and measure correctly their Self Portrait.• Use proportions and shading techniques.• Use gradation skills and blending skills to a high standard.• Use the work of Loui Jover to influence the development of their portrait• Manipulate work and combine techniques learnt over KS3 to create a cohesive mixed media work• Physically edit photographs, creating a range of different photomontages as an extension to manipulating work.		<p>been interpreted or presented by someone else, such as a photograph, a previous artwork, or a description.</p> <ul style="list-style-type: none">• Proportion refers to the relative size and scale of the elements within an artwork.• Symmetry in art refers to balance and harmony, where elements on either side of a central axis mirror each other. Scale refers to the relative size of objects in an artwork, often in relation to human figures or to the surrounding environment.• Accuracy in art refers to the degree to which the depiction of an object or subject reflects reality.• Shade refers to the darker areas in an artwork, created by adding black or darkening the colour. Shade helps create depth, volume, and realism by suggesting where light does not reach. It's often used in portraiture or still life to give objects dimension.• Contrast is the difference between elements in an artwork, such as light vs. dark, rough vs. smooth, or large vs. small.
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				<ul style="list-style-type: none">• Realism is an artistic style focused on representing subjects in a truthful, lifelike manner without exaggeration or stylisation.• Style refers to the distinctive manner in which an artist expresses themselves through their choice of techniques, materials, and subject matter. Illustration is a visual representation used to accompany or explain written content.• A doodle is a spontaneous, simple, or unconscious drawing made while the mind is occupied with something else.• To refine an artwork means to make improvements, adjustments, or enhancements.• Layer in art refers to the process of applying different levels of material or images on top of one another.• Detail refers to the small, intricate elements within a work of art.• Aesthetic refers to the visual appeal or artistic value of an object or artwork.
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	3 + 4	<p>Words have Power – <i>Painting, paper cut and Collage</i></p> <p>Our 'words have Power' project is based on various social contexts looking at the power of words and protest art. We explore this through graphic styles with a focus on lettering. We look closely at our school values of kindness, ambition and confidence giving students a voice to share their understanding of these as they move towards their GCSE year.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • A range of different text and protest artists and their graphic styles: Pop Art, Bob and Roberta Smith, Corina Kent, supergraphics • How to draw letters and images in a graphic style. • That art can help to express emotions and messages through words and graphics design <p>Be able to:</p> <ul style="list-style-type: none"> • Design composition considering layout, symmetry and sue of appropriate fonts • Working with paper cut and layering techniques layering 	<p>Ongoing recap activities</p> <p>Observational drawing test as a baseline to show progress.</p> <p>Assessment and end points: Text posters including collage.</p>	<ul style="list-style-type: none"> • Graphic art refers to visual artwork created through graphic design techniques, such as illustration, printmaking, and digital design, often used in advertising, media, and publications. • Lettering is the art of drawing or designing letters, numbers, and symbols, typically by hand or with a specific style, as a decorative or expressive form of typography. • A font is a specific style, size, and weight of text characters, often used to convey mood, tone, or readability in written materials. • Text refers to the written words in a piece of work, such as in books, articles, or digital content, used to convey information, ideas, or narratives. • Typography is the art and technique of arranging type, including the choice of fonts, spacing, and layout, to make written language visually appealing and readable.

		Apply knowledge of element of art including shape and space.		<ul style="list-style-type: none"> • Protest in art refers to using creative expression, like visual art, performance, or installations, to challenge, criticize, or raise awareness about social, political, or environmental issues. •
	5+6	<p>Graffiti Project – Stencil Art</p> <p>Graffiti project builds on the ‘words have power’ ideas looking specifically at social messaging. We explore Graffiti in historical and contemporary contexts. This project aims to build social and moral and cultural awareness of street art versus vandalism.</p> <p>Students will look at local and international street artists including those who have worked recently in Newhaven and the surrounding area.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • About a variety of street artists including Banksy, The postman and Lady Pink • That creativity can be expressed in many forms. <p>Be able to:</p> <ul style="list-style-type: none"> • Consider composition using a variety of written and graphics images • Working with a variety of materials to create outcomes inspired by street art. 	<p>Ongoing recap activities</p> <p>Secondary observation ‘Tag test.</p> <p>Assessment and end points: Stencil art outcome</p>	<ul style="list-style-type: none"> • Street art is visual artwork created in public spaces, often outside traditional galleries, that can be both decorative and social, and often includes elements like murals, stickers, and installations. • Graffiti is a form of street art that involves marking or painting on walls or surfaces, often with spray paint or markers, and typically carries a rebellious or expressive message.

		<ul style="list-style-type: none"> Apply knowledge of element of art including Line, colour, shape and space. 		
10 Art + Photography	1 - 3	<p>Natural World</p> <p>Why this? Why Now?</p> <p>At GCSE Art and Photography follow the same journey along the four assessment objectives below.</p> <p>Each class will undertake an introduction to the course and the main principles of Art + Design relating also to photographic work. These principles build on KS3 knowledge about the elements of Art and Design and will be used to research, analyse, experiment, develop and respond to the work of others and the given theme.</p> <p>The first project will focus on experimentation and ensuring that all students are familiar with a range of materials and processes building on their experiences at KS3. Photography students will focus on digital and manual techniques for composing, taking and manipulating images.</p> <p>Students will use the theme of natural world investigating imagery, artists, designers' photographers as well as environmental issues relating to the theme in order to inspire their own research, experimentation ideas and responses.</p>	<p>Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.</p> <p>Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used</p> <p>Mock examination 5 hours</p> <p>Teacher marked and moderated followed by Exam board Moderation</p>	<ul style="list-style-type: none"> Line: continuous mark made on a surface Shape: a two-dimensional area that is defined by boundaries, typically formed by lines. Colour: is a visual element that refers to the hues (such as red, blue, yellow) that can be used in artwork. Form: refers to the three-dimensional aspect of an object. Space: refers to the area around, between, or within objects in artwork. Tone: refers to the lightness or darkness of a colour or a greyscale value. Texture: Texture refers to the surface quality of an object, either actual or visual Pattern: refers to the repetition of elements such as shapes, colours, or lines in a predictable and organised way. Pattern: A repeated design or arrangement.

		<ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. • AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual 		<ul style="list-style-type: none"> • Contrast: A strong difference between things (like light vs. dark). • Nature: The natural world (plants, animals, landscapes). • Texture: How something feels or looks like it feels (rough, smooth). • Form: The shape or structure of something, especially in 3D. • Imprint: A mark made by pressing something onto a surface. • Negative: The space or shapes around and between objects. • Positive: The main object or focus in an artwork. • Space: The area around or between things in an artwork. • Shape: A flat, enclosed area (like circles, squares, etc.). • Tactile: Related to the sense of touch; how something feels.
	4 + 5	<p>Structures</p> <p>Why this? Why Now?</p> <p>The second project investigates the theme of structures through looking at art artists, designers, photographers and architects and the built environment. Again, the elements of art and design are used to carry out research and investigations in response to the theme and selected artists. Now familiar with the creative process at this level through the first project students have a clearer understanding of the expectations and evidence required to meet the exam board assessment objectives. They now should be adding more of their own personal research and ideas to further</p>		<ul style="list-style-type: none"> • To analyse in art means to break down an artwork into

		<p>develop their work into more competent and confident responses using a range of materials.</p> <ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual 	Preparation in lesson in response to exam board set	<p>its components (like form, color, and technique) in order to understand its meaning, structure, or impact.</p> <ul style="list-style-type: none"> • To develop an artwork refers to the process of refining and evolving an idea or concept over time, often through multiple iterations and adjustments in technique. • To investigate in art means to carefully examine a subject, idea, or technique, often seeking to uncover new perspectives or deeper insights. • To explore in art involves experimenting with different media, styles, or concepts to discover new possibilities and ways of expressing ideas or emotions. • To respond in art means to react to a particular stimulus, context, or theme, using creative expression to convey one's reaction or interpretation of the situation. • Limited: A small amount of skill or evidence shown.
	6	<p>Structures Mock Exams (5 hours)</p> <p>Why this? Why Now?</p> <p>This mock exam session gives students a clear understanding of the routines and expectations for undertaking a practical mock exam. The scene is set for a full day in the studio to produce a final piece, developed on the theme of structures and planned through portfolio work in lessons.</p>		
	1 + 2	Coursework consolidation		

<div>11</div> <div>Art + Photography</div>		<p>Why this? Why Now?</p> <p>A period of coursework consolidation at the start of Year 11 helps to support reflective practice. The aim is to provide opportunities for students to reconnect with their work over the past year, act on individual feedback points and make progress through the assessment criteria categories from Limited, Basic, Emerging, Competent, Consistent, Confident, Exceptional. Although students are introduced to this language of assessment during the end of KS3 and start of KS4, it is often only at this point that they have fully processed the terminology in relation to their Art or Photography as a body of coursework. This deeper understanding now informs improvements and further development of work and outcomes in order to raise achievement.</p>	<p>topic, followed by Formal 10 hours practical exam.</p> <p>Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used</p> <p>Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.</p> <p>Teacher marked and moderated followed by Exam board Moderation</p>	<ul style="list-style-type: none"> • Basic: A simple level of skill or evidence shown level • Emerging: Skill is just starting to become visible or shown through the evidence presented. • Competent: Clear skill shown in the evidence. • Consistent: Skill is shown across the body of evidence presented. reliable. • Confident: There is an assured level of skill shown across the body of evidence presented. • Exceptional: The skill and work shown is consistently outstanding and over and above what would be expected at this stage.
	3 + 4	<p>Exam Project</p> <p>Why this? Why now?</p> <p>The exam project is a 12 week project that requires student to respond to a theme set by the exam board on January 1st in year 11. Student will have prepared by undertaking the two initial projects in a supported and structured journey through the creative process. This project is where they put what they have learnt into practice and apply</p>		

		<p>their creative process to the given theme. They will undertake relevant workshops to help them experiment with materials and allow them to explore ideas relevant to the theme.</p> <p>In the April of year 11 they will undertake 10 hours in the studio creating making their final piece with no creative assistance during this supervised time.</p>		
	5	<p>Exam Project – 10 Hour Practical exam Why this? Why now?</p> <p>This is the final assessment task as directed by the exam board where students undertake 10 hours in the studio creating/making their final piece with no creative assistance during this supervised time.</p>		
	6	N/A		

KS3 Art and Design - Two 60-minute lessons over a fortnight

KS4 Fine Art and Photography – Five 60 minute lessons over a fortnight.