

## Art Curriculum Map

**Intent** – what does your curriculum aim to achieve? What knowledge and understanding will students have by the time they leave in Y11? What is the structure and narrative underpinning the curriculum? The Art department aims for pupils to learn about the work of a range of artists, designers and craftspeople and work within a range of contexts. Pupils will explore and investigate the art in European and non-European traditions and study a variety of cultural traditions from around the world. Pupils will develop appropriate research skills through guidance towards autonomous research tasks. Student will learn how to value and judge constructively his or her own work and the work of other's. Students will use visual language and literacy skills to express themselves effectively and communicate ideas. Pupils will be encouraged to problem solve through manipulating materials, processes, responding, experimenting, and adapting their thinking to arrive at solutions. As practising artists, we aim to equip students with the toolkit and knowledge to carve out a career in Art if they so wish by fostering close links with industry and bringing art to life, making learning exciting, vivid and enjoyable in a carefully planned creative environment.

**Implementation** - How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? How is knowledge of vocabulary embedded and taught explicitly? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides an secure understanding of the world for students who don't continue with individual subjects beyond KS3? Pupils will be given the opportunity to experience working in a wide a variety of 2D and 3D media and materials. Teachers will provide opportunities for writing and reading in the form of artist analysis. All written work will be marked in line with the school's literacy policy. Great emphasis is placed on sketchbook use to present development and organise visual information. To develop knowledge and understanding of art reviewing adapting and refining their work, sketchbooks will be used to encourage pupils to feel a sense of ownership of their work, and to provide opportunities for extended research, homework, and development of presentation skills. Year 7 pupils learn the Fine Art skills, which underpin the knowledge, skills and understanding, needed to explore art to make progress in the subject...Year 8 aim to promote aspects of a design curriculum where pupils are able to respond to a situation. Pupils also develop work related learning and enterprise and entrepreneurial skills. The aim of Year 9 is for pupil to apply their skills and understanding to a sustainable development of an idea. Pupils develop the capacity for creative thought and action; the ability to innovate, initiate and make effective personal responses needed in GCSE Art. Leading to KS4 and beyond, all pupils have the opportunity to visit a gallery and work with an artist. The curriculum encourages creative curiosity, independent learning and critical and analytical artists whom are ready to express themselves.

Term	1	2	3	4	5	6	
<b>Year 7</b>	<p><b>The Principles &amp; Elements of Art and Vincent van Gogh</b>  <a href="#">Y7 T1 Learning Map.pptx</a>                      This project gives students the foundational knowledge they require to effectively analyse their own art and that of others by introducing the Principles and Elements of Art.</p> <p>Using the work of Vincent van Gogh students will develop confidence in art appreciation, build on their existing understanding of colour theory, mark-making and paint mixing.</p> <p>Term 1 work will culminate in still life painting of flowers inspired by van Gogh's painting style.</p>	<p><b>Colour Theory in Art</b>  <a href="#">Y7 T2 Learning Map.pptx</a>                      Last term students learnt about the Elements and principles of Art through the work of Vincent van Gogh. Colour is arguably the most important Element of Art and colour theory provides guidance on the relationship between colours and allows students to effectively communicate their thoughts and ideas using the language of colour theory.</p> <p>Colour theory is one of the most fundamental areas of painting. The importance of understanding colour theory far exceeds simply knowing how to mix colours together (for example, knowing that yellow and blue make green).</p> <p>This term students will take a deep dive into successful colour schemes and attempt</p>	Synoptic Assessment	<p><b>Understanding the Principles &amp; Elements of Art through - Hunderwasser</b>  <a href="#">Y7 T3 Learning Map.pptx</a>  <a href="#">Y7 T4 Learning Map.pptx</a>                      This artist is a great fit for the Y7 Art Curriculum as he combines mark-making and colour with his own set of guiding principles. Y7 will be introduced to landscape drawing in Friedensreich Hundertwasser's unique style. It is important to know the characteristics of his style and to highlight how he used bold colours that he mixed himself. He stayed away from straight lines and explored spiral motifs, primitive forms, spectral colours, and repetitive patterns. There will be class discussions about landscapes and students will know what is essential to include in a realistic landscape painting. They will be able to identify the foreground, mid-ground, background, horizon line and the overall composition and mood of the piece. They will also be aware of the role colour theory has in creating depth in a painting i.e. warm colours advance (so should be in the foreground, like red poppies in a field for example). Whereas cool colours recede ie purple for the mountains in the background). Students will be able to identify connections to geography curriculum i.e. climate change, conservation and biodiversity.</p>	<p><b>Bugs &amp; Insects</b>  <a href="#">Y7 T5 Learning Map.pptx</a>  <a href="#">Y7 T5 &amp;6 Learning Map.pptx</a>                      In Term 5 and 6 Y7 are concerned with the theme of 'Bugs and Insects'. This 13week unit has a fine art focus on drawing and painting. Students will develop their observation and recording skills. They will understand the importance of biological anatomy as a vital skill to aid drawing and accuracy. Students will be introduced to a range of drawing materials and watercolour paints.</p> <p>Students will draw from primary sources and examine how insects are constructed. They will look at the work of others and analyse their approach to drawing similar subject matter. In particular they will study the work of Abby Diamond in depth and create a contextual study page based on her work.</p> <p>There will be an opportunity for students to have their work assessed at the end of T5 and respond to feedback in order to improve.</p>	Synoptic Assessment	<p><b>Bugs &amp; Insects</b>  <a href="#">Y7 T5 &amp;6 Learning Map.pptx</a>                      In term 6 students will complete the Bugs and insect's booklet. They will continue their focus on accurate recording, they will create a zentangle bug and an oil pastel monoprint.</p>

		to understand the close relationship between science, music, art and human emotion. Students will analyse the artwork of Van Gogh, Claude Monet and will learn how they effectively use the colour wheel.			
<b>Year 8</b>	<b>Food Glorious Food</b> <a href="#">Y8 T1 Learning Map.pptx</a> <a href="#">Y8 T2 Learning Map.pptx</a> Students will analyse the work of still life artists Wayne Thiebaud and Romero Britto. Students will investigate the artistic techniques the artists have used to produce their artwork as well as consider the artists intention. This teacher led exploration should form the basis for their observational studies using drawing and painting techniques.  Pop art is as relevant today as it was when it was first created, In a lesson the students will learn what pop art is and where it originates from Students will investigate its importance in art history. Students will explore the work of a diverse range of art from Pop Artists such as Andy Warhol, Roy Lichtenstein, and Japer John. Student will further investigate the work of Pop artist Claes Oldenburg. This student led investigation should form the basis for students to create a 3D Cardboard/mixed media response		<b>OP Art &amp; Perspective in Art</b> <a href="#">Y8 T3 Learning Map.pptx</a> <a href="#">Y8 T4 Learning Map .pptx</a>  This is a highly engaging Unit for Y8 students of all levels of ability. Students will learn that Op art works are abstract, with many better-known pieces created in black and white. Typically, they give the viewer the impression of movement, hidden images, flashing and vibrating patterns, or of swelling or warping.  Students will be able to define <b>Op Art</b> or <b>Optical Art</b> as the term used to describe paintings or sculptures which seem to swell and vibrate through their use of <b>optical</b> effects. They will be introduced to the movement's leading figures, Bridget Riley and Victor Vasarely who used patterns and colours in their work to achieve a disorientating effect on the viewer. Students will mostly work on 2D designs but will have the opportunity to create a 3D Op Art cube at the end of the project.	<b>Pattern from Around the World</b> <a href="#">Y8 T5 &amp;6 Learning Map .pptx</a>  This unit compliments the work Y8 students have completed in T3&4 on Op Art with a heavy focus on pattern and line. Students will be introduced to a variety of iconic motifs, colour schemes and scale from around the world and be able to identify country of origin and understand a little about the symbolism and cultural significance pattern can have. Pattern- making has been an essential part of the decorative arts since time immemorial and still plays a subtle and intrinsic role in our lives, even in the politics of soft diplomacy and appropriation.	<b>Pattern from Around the World</b>  Students will analyse Aboriginal Australian dot paintings, West African Kente Cloth, Molas from Panama and Islamic geometric patterns in detail making examples of their own using paper craft, drawings and paintings.
<b>Year 9</b>	<b>Identity &amp; Diversity in Art- Activism in Art</b> <a href="#">Art Y9 T1 Learning Map.pptx</a> <a href="#">Y9 T2 Learning Map 21.pptx</a> How our young people see themselves, each other, and the world around them is shaped by what they learn about in school. In Art we aim to prepare our students for life in modern Britain, and provide them with a curriculum which reflects the full diversity of the world they live in.  Representation from a wide variety of artists is vital for our students to identify with and feel passionate about. We want to foster a culture that celebrates diversity, that is accepting of others and that helps young people feel proud about the things that make them different.  Our focus will be on promoting racial tolerance and acceptance of the sexual orientation of others through the work of artists such as Keith Haring, Jean Michel Basquiat, Katie Wohl and Kara Walker. Students are encouraged to discuss their feelings around diversity and create art that allows them to express their individualism.  In Term 2 Students build on the theme of identity and representation in Art. They will examine the work of contemporary artists such as Basquiat, Wohl, Walker, Banksy and Bearden. They will develop		<b>Architecture and The Built Environment Part 1&amp;2</b> Architecture in Art  <a href="#">Y9 T3 Learning Map 21.pptx</a> <a href="#">Y9 T4 Learning Map .pptx</a> In Term 3 Students build on the skills they have learned in T2 and will continue to develop their artists tool kits of techniques, processes, and skills necessary for KS4. In T2 Students were able to experiment with expressive mark-making whilst looking at the work of Jean-Michel Basquiat and the Neo-expressionists. Opportunities to build confidence with a range of materials and painting techniques will again be at the fore in T3 and students are encouraged to find their own personal style whilst understanding the technical properties of materials and how to apply these effectively. Students will be introduced to a wide range of contemporary artists and designers who will inspire their creative outcomes. This term students can look forward to experimenting with mixed media, using charcoal, watercolour and pen, wax-resist techniques and more through the theme of the world around them.	<b>Still Life- Tools</b> <a href="#">Y9 T5&amp;6 Learning Map Tools.pptx</a>  In Term 5 and 6 Y9 are concerned with developing their observational drawing skills in preparation for GCSE. This 13week unit has a fine art focus on drawing and painting. Students will become confident with their ability to record from still life objects and 2D printed images related to the theme of tools.. They will understand the importance of drawing with accuracy as a vital skill to making art. Students will be introduced to a range of drawing materials and printmaking techniques.  Students will draw from primary sources and examine how tools are constructed. They will look at the work of others and analyse their approach to drawing similar subject matter. In particular they will study the work of Michael Craig Martin and Jim Dine in depth	<b>Still Life- Tools</b> <a href="#">Y9 T5&amp;6 Learning Map Tools.pptx</a>  Students will complete a series of observational drawings from first hand. They will experiment with and use a range of artistic techniques and processes to create their own paper surfaces.

	<p>expressionist drawing skills, graphic images incorporating text, silhouettes, stencilling, and collage techniques. Students will be able to demonstrate an understanding of how imagery connects to the world we live in and develop their own conclusions about storytelling and how we see the past.</p>		<p>This term follows on from the work students have completed in Term 3. They will continue to learn how to explore &amp; select appropriate resources, media, materials, techniques, and processes relevant to the choice of artists. They will learn how to review and refine their work as it develops. They will become familiar with watercolour and fine liner combined as the preferred medium of illustrators and designers.</p> <p>Students will also be introduced to the artist Stephen Wiltshire and explore how he turned his disability into a super talent. He is a British architectural artist and autistic savant. Students practice the skill of drawing from memory and create timed drawings to help them identify key features quickly to improve their pace.</p>		<p>and create contextual studies based on their work.</p> <p>There will be an opportunity for students to have their work assessed at the end of T5 and respond to feedback in order to improve.</p>				
<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>			
<b>Year 10</b>	<p><b>Year 10 GCSE- Skill Building Workshops</b></p> <p><a href="#">Edexcel GCSE Art and Design (2016)   Pearson qualifications</a></p> <p>Edexcel GCSE Assessment objectives:  <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>AO2:</b> Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.  <b>AO3:</b> Record ideas, observations, and insights relevant to intentions as work progresses.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Terms 1&amp;2 are dedicated to teacher lead workshops on materials, techniques and processes. Students learn about the materials required for making art. They learn about the importance of selecting the correct equipment appropriate to their intentions i.e., graphite pencils, which brush to choose and how to look after equipment correctly. Students explore the work of the Impressionists /Post Impressionists and analyse their techniques. Students learn that mark making is one of the fundamental elements of art. It is important for students to understand the different ways artists use marks and mark making techniques to give their artwork expressive qualities. In these lessons, students will explore how artists use gesture to express their feeling and emotions in response to something seen or something felt – or gestural qualities can be used to create a purely abstract composition. Students will learn how to use the mark making techniques to create texture and use a range of tones to create shape and form.</p> <p><b>Creative Landscapes</b>  Students respond to the topic 'Creative Landscapes' Students are taught that observational drawing is an integral component of Art. Often, drawing is the core method of researching, investigating, developing, and communicating ideas. In these lessons, observational drawing helps students observe and reflect upon what they see. Students will learn to draw with accuracy in a range of mediums such</p>		<p><b>Component 1: Creative Landscapes</b></p> <p>Through the theme of students will create a theme board as a starting point for idea generation and personalisation.</p> <p>Students will select an artist whose work relates to this theme and start to record from first hand in the style of their chosen artist.</p> <p>Students will create a range of observational drawings from primary research, collected items and their own photography in a range of appropriate media exploring their theme visually in depth. They will create drawings, thumbnail sketches and collages experimenting with different compositions, materials and colour palettes linking to their artist research and annotating ideas and improvements as the project progresses.</p> <p>Students will visually explore the theme with a recording focus initially developing and refining skills such as drawing/photography/watercolour's/mon o printing/Acrylics (AO2/3). Students will develop the theme of Creative Landscapes through investigation of other Artist's work and techniques, experimenting and exploring ideas and developing them as their project progresses.</p>		<p><b>Synoptic Assessment</b></p>		<p><b>Component 1: Creative Landscapes</b></p> <p>Students will Investigating how artists use the Elements of Composition to make artwork. Students will investigate and analyse the work of Surrealist artist Rene Magritte. Understand that the arrangement of elements can capture a viewer's interest and give meaning to art. This student led investigation should form the basis for students to create a response with no outside motivation to guide decisions.</p> <p>Students will refine ideas and experiment with resources, media, and materials. They will experiment and explore the theme in more depth, analysing and developing ideas as the project progresses.</p> <p>This will include experiments with different techniques such as paint, pens, inks, printing, mixed media, showing examples of testing and evaluating ideas.</p> <p>Students will investigate other artists they have selected who link to their interests/theme and continue to experiment with different viewpoints and designs.</p>		<p><b>Final piece planning &amp; personal outcome: 'Creative Landscapes'</b></p> <p>Students will practice their final idea show how it links to the artists they have studied and interpret their work in a personal way. They will produce a final piece, plan and complete a controlled assessment piece which links to all their development work in any appropriate media</p> <p>Summer Assignment Component 1- Expressive Portraits</p>

	as drawing pencils, colouring pencils biro, charcoal etc. Student will continue to develop their colour theory skills creating observational drawings with watercolour paints. Pupils will investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing Printing, Painting, and photography. Fine artwork will demonstrate an understanding and application of formal elements and creative skills, including mark making. Pupils will develop their critical understanding of Art in Context. For example, work could be the outcome of personal experiences, thoughts, and feelings, or simply to observe and record people, places and things in new and unique ways.						
<b>Year 11</b>	<p><b>Edexcel GCSE Art and Design (2016)   Pearson qualifications</b></p> <p><b>Component 1- Expressive Portraits</b> Edexcel GCSE Assessment objectives:</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>AO2:</b> Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students will visually explore the theme of 'Expressive Portraits' by telling a story through their investigations and development of ideas. The work must be clearly linked and annotated with Art Key words throughout. Students need to show an element of creative risk, experimentation and personal decision-making discussing reasons for their choices. This will form a body of work gaining marks for each of the assessment objectives.</p>	<b>Mock 1 Controlled Assessment</b>	<p><b>Component 1- Expressive Portraits</b> Students will continue to explore their theme of 'Expressive portraits' which will cover the following:</p> <ul style="list-style-type: none"> <li>• Research and investigation (Looking at a range of artists to inform your theme, analysing their work both through written and visually)</li> <li>• Experimenting with different techniques and materials (students should try out a range of different materials, mix them up and make notes on how their thoughts and opinions)</li> <li>• Developing ideas, (being open to possibilities, linking ideas to the project title and linking to research)</li> </ul> <p>Students will have 10 hours (2 school days) to produce an ambitious, large-scale final piece as a personal response.</p>	<b>Mock 2 Controlled Assessment</b>	<p><b>Component 2- ESA Art Exam</b> Students will be issued with an exam paper from Edexcel, they will choose ONE question to work from and then have a limited number of weeks to carefully research their thoughts and ideas in response to this theme.</p> <p>This could take the form of a workbook/sheets filled with primary research, artist connections and exploration studies linked to the theme.</p> <p>Ideas will be informed by an understanding of their research and context. Students will develop and refine their ideas through experimentation, using a range of relevant resources, media, material, techniques, and processes.</p>	<p><b>Component 2- ESA Art Exam</b> Students continue to develop a project for the ESA. Students will receive support; however, the aim is for students to further develop independent work skills and a visual signature. 8 – 10 weeks run up to exam working independently, using assessment criteria, research, select, develop, explore, review, refine, reject, inspect, analyse, evaluate, connect, create and produce artwork in response to chosen theme and artists using a variety of different processes, media and techniques.</p>	N/A

<p><b>Year 12</b></p>	<p><b>A-Level Course Spec</b></p> <p><b>Induction period</b></p> <ul style="list-style-type: none"> <li>Introduction to the Assessment Objectives and how these will be interpreted and evidenced.</li> </ul> <p><b>Component 1 Personal Investigation</b></p> <ul style="list-style-type: none"> <li>The essential elements required for Component 1 Personal Investigation</li> </ul> <p>Introduction to the overarching Component 1 theme 'Viewpoints'</p> <ul style="list-style-type: none"> <li>Introduction to and development of the first Component 1 theme 'Viewpoints'</li> <li>Focus: 2D mark-making and the formal elements in black and white and tones of grey</li> </ul> <p>Introduction to 3D using various materials</p> <ul style="list-style-type: none"> <li>Introduction to colour, media, materials and processes</li> <li>Objective and subjective use of colour</li> <li>Contextual references</li> </ul> <p>Critical review</p> <ul style="list-style-type: none"> <li>From the studio set-up of found objects of interesting forms, shapes, etc. students create: <ul style="list-style-type: none"> <li>× 6 A2 mark-making sheets</li> <li>× 6 maquettes employing the formal elements of line, tone, form, shape, structure, surface and pattern</li> </ul> </li> <li>Exploring viewpoints of selected areas of studio set-up through finding visual equivalents to the qualities of selected objects, e.g. a piece of driftwood might have qualities of: gnarled, twisted, fissured, pitted broken, cracked, etc.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>AP1</b></p>	<p><b>Component 1 Personal Investigation</b></p> <ul style="list-style-type: none"> <li>Understand the use and application of colour</li> <li>Be able to use tools, colour media, materials and techniques</li> <li>Be able to research and use contextual references</li> <li>Be able to experiment with a wide range of colour media, mark-making tools and techniques</li> <li>Finding visual equivalents to the colour qualities of selected objects and viewpoints, e.g. a piece of corroded metal might have colour qualities of: burnt, rusted, blue-blackened, harmonies and contrasts, light / dark gradations, etc.</li> <li>Exploring colour mixing and application techniques using different wet and dry colour media</li> <li>Exploring colour relationships: contrasts, harmonies and qualities of warmth / coolness</li> <li>Exploring colour in selected contextual references</li> <li>Exploring colour and light, colour composition and colour atmosphere</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>AP2</b></p>	<p><b>Component 1 Personal Investigation</b></p> <p>Group discussions to share and generate potential ideas based on the theme.</p> <ul style="list-style-type: none"> <li>Viewing the initial slide show again to stimulate ideas.</li> <li>From a studio set up of appropriate objects, making studies using drawing media and techniques.</li> <li>Generating / developing a series of thumbnail ideas, trying out selected starting points</li> <li>Working in groups to analyse and evaluate selected artists' ideas and use of media</li> <li>Selecting their idea for a final outcome from their thumbnail studies and homework activities</li> <li>Developing their idea in a series of studies to push their understanding of the qualities of their starting point</li> <li>Reviewing work completed thus far</li> <li>Deciding on materials and media for the final piece and preparing the ground, e.g. board, canvas, paper, card, clay, etc.</li> <li>Reviewing progress: discussing their ongoing preparatory work together with their major contextual influences in informal presentations to the group</li> </ul> <p><b>Homework activities</b></p> <p>Researching appropriate artists' compositions to inform their work, with selected visual and written analysis</p>	<p><b>Component 1 Personal Investigation</b></p> <p>Listening to outline of the A level course; highlighting main areas for discussion; questions and answers</p> <ul style="list-style-type: none"> <li>Looking at exemplar work from previous years / the Pearson Edexcel website</li> <li>Introducing the theme 'Viewpoints' with a slide show of images: objects; details of man-made and natural form; interior and exterior viewpoints; appropriate contextual imagery</li> <li>Experimenting with the formal elements of line, tone, shape / form, surface and pattern in abstract mark-making</li> <li>Discussion and review Homework activities</li> <li>To explore the environment for exciting found man-made and natural objects to form a studio set-up</li> <li>To make a series of sketchbook studies taken from different viewpoints of their found objects</li> </ul> <p>Be able to create a series of rough studies in preparation for the outcome(s)</p> <p>Be able to complete their final outcome(s) – realising their intentions and making connections between visual and other elements.</p> <ul style="list-style-type: none"> <li>Be able to modify or add to their Component 1 work where appropriate.</li> <li>Understand the most successful areas of their work.</li> </ul> <p>Be able to select an area for developing summer vacation research project.</p> <ul style="list-style-type: none"> <li>Developing and refining final idea</li> <li>Producing a series of rough studies</li> <li>Working out the time needed for each major element in the composition.</li> <li>Know how to plan and organise their time for the completion of outcome(s)</li> </ul>	<ul style="list-style-type: none"> <li>Developing and refining final idea</li> <li>Producing a series of rough studies</li> <li><b>Working out the time needed for each major element in the composition Homework activities</b></li> <li>Finalising the format for the final outcome(s)</li> <li>Completing the final outcome(s) in the time allowed Homework activities</li> <li>Extend critical and contextual research in order to inform the final outcome.</li> <li>Reviewing their Component 1 supporting studies and final outcomes: individually, in groups and through tutorials</li> <li>Modifying, refining and developing their work for Component 1 where appropriate</li> <li>Working in groups to self and peer evaluate their Component 1 work; discussing strengths and weaknesses.</li> </ul> <p>Negotiating a summer vacation project based on their strengths and current interests</p>
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- Using appropriate mark-making tools to explore line, tone, form, shape, structure, surface and pattern
- Exploring viewpoints of relevant contextual references for the purpose of:
  - discussion and analysis of contextual references
  - reviewing progress

Year 13	A-Level Course Spec	<b>The personal study</b>	<b>Component 2 Externally Set Assignment</b>	Presentation of the work for assessment	N/A
<b>Component 1 Personal Investigation</b>		<ul style="list-style-type: none"> <li>• The personal study</li> <li>• Potential formats</li> </ul> <p>Illustrated study</p> <p>Final work on personal study</p> <ul style="list-style-type: none"> <li>• Be able to complete their personal study</li> <li>• Be able to select an appropriate format for their personal study</li> </ul> <p>Be able to present their personal study in an appropriate format</p> <ul style="list-style-type: none"> <li>• Be able to construct a presentation of the two elements of Component 1</li> </ul> <p>Be able to make a critical presentation of Component 1 to the group</p> <ul style="list-style-type: none"> <li>• Be able to take part in discussions following the presentation of the theme</li> <li>• Be able to plan ideas</li> </ul> <p>Be able to produce annotated ideas worksheets</p> <ul style="list-style-type: none"> <li>• Know how to research relevant contextual references</li> <li>• Be able to record from primary and contextual sources initial studies</li> <li>• Be able to propose main ideas</li> </ul>	<p>Preparation for final 15-hour period of sustained focus</p> <ul style="list-style-type: none"> <li>• Understand the constraints of a 15-hour study</li> <li>• Know how to plan and organise their time for the period of sustained focus</li> </ul> <p>Be able to create a series of rough studies / maquettes / design worksheets in preparation for the period of sustained focus</p> <p>Be able to complete their final outcome(s) within the 15-hour deadline</p> <ul style="list-style-type: none"> <li>• Understand where last-minute improvements might be made</li> </ul> <p>Be able to complete / modify / add to their Component 1 work where appropriate</p> <ul style="list-style-type: none"> <li>• Understand the most appropriate way to present their work</li> </ul> <p>Be able to select, mount and present their work either in folders or in exhibition format</p>		
<ul style="list-style-type: none"> <li>• Reminders of the essential elements required for Component 1- practical work and personal study</li> <li>• Practical work and links to the personal study</li> </ul> <p>The Assessment Objectives in relation to their chosen thematic proposal</p> <p>Review of the students' summer vacation assignment: to research and explore ideas for their Component 1 practical proposals</p> <p>Preliminary practical activities, developing ideas and reviewing progress</p> <ul style="list-style-type: none"> <li>• Experimenting with materials, processes and techniques</li> <li>• Contextualising their ideas</li> </ul> <p>Reviewing progress</p> <ul style="list-style-type: none"> <li>• Final outcome(s)</li> <li>• Develop final outcome(s)</li> </ul> <p>Refine use of media and techniques</p> <p>Complete practical work</p>					

**Impact:** To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3. The impact of the curriculum upon students becoming artist, designers or craftsman who can make critical and analytical judgements is assessed through students' engagement in lesson activities, the amount of time spent on independent learner outside of the classroom. Whether students go to any galleries or museum or, read publications that relate to issues of meaning and purpose and whether students Interest in studying Art, Design, or Applied Arts at A level and university.