



Art Curriculum Map

Curriculum Intent Overview

The Art curriculum is designed to meet the requirements of the National Curriculum; for example, it enables students to become confident and proficient in using a variety of techniques and mediums, such as drawing, painting and three-dimensional work. Students making the transition from Key Stage 2 to Key Stage 3 have either developed a limited or basic skillset in Art, depending on the curriculum design at the Primary school they have attended; our curriculum is centred around ensuring all students can build and develop their skillset using a wide range of mediums and processes.

From the beginning of Key Stage 3, students are introduced to a wide range of art and design practitioners' work, both historical and contemporary; for example, in Year 7, students analyse the work of Victorian zoologist and artist Ernst Haeckel, as well as the work of installation artist Yayoi Kusama. This enables them to develop knowledge and a critical understanding of art and design to ensure that when students reach Key Stage 4, they are confident at analysing a variety of artists' work; a skill required for Assessment Objective One of both the GCSE and A Level assessment criteria.

In Year 7 and 8 students are introduced to the Formal Elements of Art, which are Line, Tone, Colour, Pattern, Shape and Form (the building blocks of art and design). These key areas are then revisited In Year 9 to enable students to continue to build and develop their skillset in preparation for GCSE and A Level Art.

The theme of Identity is chosen for the GCSE art course to allow our students to create a wide range of work that can reflect their diverse, multi-cultural, ethnic, and spiritual backgrounds. This theme is introduced in Year 8 when students research the Ancient Egyptians and enables them to learn how different symbols and artefacts can be used to represent their identity in the afterlife.

As students' progress through Key Stage 4, they are encouraged to begin to work independently and develop their own creativity and style. Students are introduced to a wider range of art practitioners work to enable them to select and analyse the work of artists that both inspire and inform their own practical work and outcomes. Students that are more able are encouraged to source and research their own artists to further develop their independent learning skills required to continue their journey through to A Level Art.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7 KS3 National Curriculum -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft & design techniques. -evaluate and analyse creative works using the language of art, craft & design. -know about leading artists, craft makers & designers, and understand the historical and cultural development of their art form.	Unit: The Formal elements in Art- Drawing techniques. To develop observational drawing skills, incorporating shading, mark-making techniques, and learning about proportion and scale. To further develop observational drawing skills by creating studies of natural forms. To develop literacy skills by analysing the work of Ernst Haeckel focusing on the formal elements within art & design. Prior Learning- Limited/ basic skills set developed at KS2. Future learning- Foundation skills in drawing further developed in Year 9 and at KS4 & 5. Developing observational skills that can be developed when working in a wider range of art mediums. Developing skills in Self-assessment enables students to become proficient in being able to critically evaluate their work, and	Unit: The Formal Elements in Art- Colour Theory. To learn about the different colour groups within the colour wheel. To develop skills in mixing different colour groups using paint. To learn how to apply paint to an image & grid. To develop literacy skills by analysing the work of artist Yayoi Kusama; focusing on the formal element of colour. Prior Learning- Limited/ basic knowledge and skills developed at KS2. Future Learning- Developing knowledge on Colour theory, Colour mixing and application skills, so students know how to mix a wide range of colours and become proficient in using paint.	Unit: Landscapes. To gain some knowledge and understanding of the work of a range of landscape artists. To develop literacy and critical thinking skills by comparing the work of different landscape artists To learn how to create a patterned landscape design in the style of artist Luke Maitland. To develop skills in polyblock printing. Prior learning- Using key vocabulary from Autumn 1 to analyse different landscape artists' work. Future learning- To develop independent learning skills through creating a design that can be developed, using printmaking as a	Unit: Landscapes To develop literacy skills by analysing the work of British landscape artist Rachel Jones To learn how to create a collage abstract landscape in the style of artist Rachel Jones. To develop skills in using oil pastels as a medium to create a landscape study in the style of artist Rachel Jones. Prior learning- Using vocabulary skills from Autumn 1,2, spring 1. Developing observational skills from Autumn 1 & 2 Future learning- Year 8- creating a Kandinsky style artwork using oil pastels. -To be able to critically evaluate the work of an artist- skills	Unit: Pop Art- advertising. To gain some knowledge and understanding about what influenced and inspired the work of artists within the Pop Art movement. To develop design skills by creating a poster design advertising a product in the style of Pop art. Prior learning- Analysing the work of other artists using the formal elements in Art as guidance. Future learning; Creating an Op art design inspired by Pop artist Bridget Riley. To gain some understanding of different art movements that could inspire students personal work at GCSE and A Level.	Unit: Pop Art- Optical Art. To gain some knowledge an understanding about the work of Op artist, Bridget Riley. To learn the process of creating a range of different Optical illusion designs in the style of artist Bridget Riley. To learn how to create three-dimensional cube from a net design. Prior learning- Analysing the work of other artists using the formal elements in Art as guidance. Future Learning: Year 8, using a net design to create a three-dimensional sarcophagus tomb.	By end of year pupils can... -Demonstrate Competent critical investigation and understanding of sources to develop ideas coherently through competent investigation. -Apply a range of creative and technical skills and some experimentation and innovation to develop and refine work; through drawing, painting and design work. -Record and use clear observations to influence ideas. -Demonstrate competent use of visual language, technique, media, and contexts to realise personal ideas.

	Teacher marking Self/peer assessment Whole class feedback	Teacher marking Self/peer assessment Whole class feedback	Teacher marking Self/peer assessment Whole class feedback	Teacher marking Self/peer assessment Whole class feedback	Teacher marking Self/peer assessment Whole class feedback	Teacher marking Self/peer assessment Whole class feedback	
Year 9 KS3 National Curriculum -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft & design techniques. -evaluate and analyse creative works using the language of art, craft & design. -know about leading artists, craft makers & designers, and understand the historical and cultural development of their art form.	Unit: The Formal Elements in Art- Line To develop a greater understanding of the formal elements in art and create responses to each element, beginning with Line To develop skills in creating continuous line drawings in the style of artist Henri Matisse. To learn the process of creating a geometric portrait in the style of artist Josh Bryan. To develop skills in analysing the work of different line artists using the formal elements as guidance. Prior Learning -Introduced to the formal elements in Year 7. Future learning - To be able to introduce and apply line drawing techniques to observational studies completed for both GCSE and A Level art. To be able to critically evaluate the work of an artist; skills required for A01 of the GCSE and A Level assessment objectives.	Unit: The Formal Elements in Art- Tone To develop a greater understanding of the formal elements in art and create responses to the elements of Tone. To learn about the different grades of pencil and be able to apply shading to capture light and dark within an observational tonal study. To develop skills in analysing the work of Rembrandt, focusing on his use of Tone within his work. Prior Learning -Introduced to the formal elements in Year 7. Year 7 – Observational drawing. Future learning - To be able to introduce and apply tonal techniques to observational studies. To be able to critically evaluate the work of an artist; skills required for A01 of the GCSE and A Level assessment objectives.	Unit: The Formal Elements in Art- Pattern To be able to analyse the work of artist Kehinde Wiley, with particular focus on how he incorporates traditional Victorian designs into his contemporary portraiture. To develop skills in creating a repeat motif polyblock print design as a background for a self- portrait. To learn the process of creating a self- portrait in the style of Kehinde Wiley, that can be applied to a patterned background. Prior Learning -Introduced to the formal elements in Year 7 (Year 7) Learning the process of creating a polyblock print. Future learning - To develop design skills in creating a repeat motif design. To be able to apply printmaking techniques for independent projects completed at both GCSE and A Level.	Unit: The Formal Elements in Art- Colour To develop a greater understanding of the formal elements in art by creating responses to the element of Colour. To know about the different colour groups within the colour wheel. To know how to mix and apply tints and shades of colour and apply them to a grid. To learn the process of creating a Monochromatic artwork, using paint Prior learning - Year 7-Colour theory and painting. Future learning - to be able to mix a range of tints and shades to an artwork that can be developed and applied to an artwork for both GCSE and A Level.	Unit: The Formal Elements in Art- Colour- Shape& Form To continue to learn how to mix a range of colour tints and shades to create a monochromatic artwork. To be able to critically analyse the work of photographer Helga Steppan and create a photographic response using monochromatic objects To develop a greater understanding of the formal elements in art and create responses to the elements of Shape& Form. To develop skills in applying tone to capture shadow and light from observing a natural form. To be able to analyse the work of artist & sculptor Henry Moore, with particular focus on how he interprets Shape & Form in his work. Prior Learning : Year 8- Making shapes look three-dimensional. Year 7 – Observational drawing. Future learning : To be able to capture the Shape& form of objects within both painting, drawing, and sculpture.	Unit: The Formal Elements in Art- Shape & Form. To develop a greater understanding of the formal elements in art and create responses to the elements of Shape& Form. To learn the process of how to create a three-dimensional model sculpture of a natural form inspired by the work of Henry Moore. Prior Learning : Year 8 Three-dimensional model making. Future learning : To be able to use and apply sculptural techniques and processes to capture the Shape& form of objects. To develop skills in sculpture that can be used and applied when creating an outcome for both GCSE and A level	By end of year pupils can... -Demonstrate Consistent critical investigation and understanding of sources to develop ideas coherently. -Apply a range of creative and technical skills and some experimentation and innovation to develop and refine work; through drawing, painting and creating a three-dimensional natural form. -Record and use clear observations to influence ideas. -Demonstrate consistent use of visual language, technique, media, and contexts to realise personal ideas.
	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback.	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback	Assessment: Autumn 1 end of term assessment. Practical & homework task within sketchbooks. Teacher marking Self/peer assessment Whole class feedback	
Year 10 Edexcel GCSE Assessment objectives: A01 Develop ideas through investigations, demonstrating critical understanding of resources.	Unit: Identity- Pop Art. To develop a greater understanding of the work of artists within the pop art movement. To further develop skills in observational drawing, painting, and collage work; creating a range of practical outcomes in response to Pop artist Michael Craig-Martin and Julian Opie.	Unit: Identity- Pop Art To develop a greater understanding of the work of artists within the pop art movement. To further develop skills in observational drawing, painting, and photomanipulation, creating a range of practical outcomes in response to Pop artist Andy Warhol.	Unit: Identity-Distorted Portraiture To gain some understanding of what influenced and inspired the work of artists David Hockney Photomontage portraits To learn the process of creating a photomontage portrait using collage portraits.	Unit: Identity-Distorted Portraiture To learn the process of creating a range of mixed media responses to a Photomontage portrait. To be able to critically analyse the work of David Hockneys photomontage portraits and how his work was influenced by the cubist movement.	Unit: Identity-(Independent projects) To continue to create a range of practical responses to students chosen artists, using a wide range of mediums and processes. (A01-3) To be able to critically analyse the work of their chosen artist and show	Unit: Identity-(Independent projects) To continue to create a range of practical responses to students chosen artists, using a wide range of mediums and processes. (A01-3) To be able to critically analyse the work of their chosen artist and show clear links to their work through their practical responses. (A01).	By the end of the year pupils can... Demonstrate independent critical investigations and in-depth understanding of sources to develop clear ideas.

A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. A04- Present a personal and meaningful response.	Prior learning- Developing practical skills in painting & drawing (Year 7-9). Learning how to critically analyse the work of different artists for Year 7-9 homework tasks and Do now/ class discussions Introduction to the Pop Art movement in Year 7, Summer 2. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01 Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Prior learning- Developing practical skills in painting & drawing (Year 7-9). Introduction to the Pop Art movement in Year 7, Summer 2. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01. Developing both practical and analytical skills in preparation for the A Level assessment objectives.	To be able to critically analyse the work of David Hockney's photomontage portraits and how his work was influenced by the cubist movement. Prior learning- Developing collage skills in Year 7(Collage colour wheel homework task) Year 9- Natural forms collages Learning how to critically analyse the work of different artists for Year 7-9 homework tasks and Do now/ class discussions Introduction to the Pop Art movement in Year 7, Summer 2. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01 Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01 Developing both practical and analytical skills in preparation for the A Level assessment objectives.	clear links to their work through their practical responses. (A01). Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Effectively apply a range of creative and technical skills, experimentation to develop and refine work. Record and use perceptive insights and observations with well-considered influences on ideas. Demonstrate advance use of visual language, technique, media, and contexts to realise personal ideas.
	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the GCSE assessment objectives.
Year 11 Edexcel GCSE Assessment objectives: A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. A04- Present a personal and meaningful response.	Unit: Identity- (independent projects) To continue to create a range of practical responses to students chosen artists, using a wide range of mediums and processes. (A01-3) To be able to critically analyse the work of their chosen artist and show clear links to their work through their practical responses. (A01). To begin to refine ideas and processes, creating an idea for an outcome (A04) Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Unit: Identity (independent projects) To continue to create a range of practical responses to students chosen artists, showing clear development for A04 (A01-3) To be able to critically analyse the work of their chosen artist and show clear links to their work through their practical responses and their outcome for A04 (A01). Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and analytical skills in preparation for the A Level assessment objectives.	Unit: Component 2 Externally set theme set by Edexcel. Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term/Summer term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and	Unit: Component 2 Externally set theme set by Edexcel Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term/Summer term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term) homework tasks and Do now/ class discussions. Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and	Unit Component 2 Externally set theme set by Edexcel. Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. A04- Present a personal and meaningful response. Prior learning- Developing skills using a wide range of materials and processes- (Year 7-9) and Year 10 Autumn/Spring term/Summer term) Learning how to critically analyse the work of different artists work for Year 7-9 and Year 10 Autumn/Spring term/Summer homework tasks and Do now/ class discussions. Working under exam conditions (10 hours sustained focus) to create an outcome (A04)		By the end of the year pupils can... Demonstrate independent critical investigations and in-depth understanding of sources to develop clear ideas. Effectively apply a range of creative and technical skills, experimentation to develop and refine work. Record and use perceptive insights and observations with well-considered influences on ideas. Demonstrate advance use of visual language, technique, media, and contexts to realise personal ideas.

			analytical skills in preparation for the A Level assessment objectives	analytical skills in preparation for the A Level assessment objectives	Future learning- Creating a range of practical responses for A02/ 3 of the GCSE assessment objectives Analysing artists work- A01- Developing both practical and analytical skills in preparation for the A Level assessment objectives.		
	Assessment: Grade indicator exam (10 hours sustained focus) to create a final outcome for assessment objective 4.	Assessment: Completion of Component one (NEA- December 2026) Marking and standardisation of Component one (60% of student's final grade.	Assessment: Portfolio work completed so far for Component 2, using A01-3 of the GCSE assessment objectives.	Assessment: Portfolio work completed so far for Component 2, using A01-3 of the GCSE assessment objectives	Assessment: Portfolio work completed for Component 2, including the practical outcome created for A04.		Assessment: Marking and standardisation of A01-4 Component 2. Standardisation completed by Edexcel External Moderator.
Year 12	Unit: Concealed & Revealed	Unit: Concealed & Revealed	Unit: Concealed & Revealed	Unit: Concealed & Revealed (Independent projects)	Unit: Concealed & Revealed (Independent projects)	Unit: Concealed & Revealed. (Independent projects)	By end of year pupils can...
Edexcel A Level Assessment Objectives. A01 - develop ideas through investigations, demonstrating critical understanding of sources A02 - refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes A03 - 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 language.	Knowledge To learn about the work of land artists Christo & Jeanne Claude and how they change the viewers perception of everyday landmarks when they are physically concealed. To learn how to create a range of mixed media observational studies in response to the work of Christo & Jeanne Claude Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Knowledge To learn about the work of camouflage artist Cecelia Parades. To gain some understanding of the camouflage techniques the artist Cecelia Parades used to Reveal and Conceal a range of portrait studies. To learn how to manipulate a range of images using Photoshop to create camouflage studies in the style of artist Cecelia Parades. Prior learning- Build upon Photoshop and printmaking skills developed in KS4. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Knowledge: To learn about the work of Edward Hopper and how his work represented the theme of Concealed and Revealed through his Voyeuristic portrait studies. To learn the process of creating a dry point etching print in response to Hopper's nighthawk prints. Prior Learning- Build upon mark-making, mixed skills and printmaking skills, developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Knowledge To continue to create a range of practical responses to students chosen artists, showing clear development for (A01-3) To be able to critically analyse the work of their chosen artist, making links to the theme of Concealed & Revealed through their practical responses.) Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Knowledge To continue to create a range of practical responses to students chosen artists, showing clear development for (A01-3) To be able to critically analyse the work of their chosen artist, making links to the theme of Concealed & Revealed through their practical responses.) Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Knowledge To continue to create a range of practical responses to students chosen artists, showing clear development for (A01-3) To be able to critically analyse the work of their chosen artist, making links to the theme of Concealed & Revealed through their practical responses.) Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Develop deep contextual research informing focused ideas. Assured experimentation and refinement of techniques. Insightful, critical recording of observations and reflections. Accomplished, personal outcomes that realise intentions.
	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	
Year 13	Unit: Concealed & Revealed. (Independent projects)	Unit: Concealed & Revealed. (Independent projects)	Unit: Component 2	Unit: Component 2	Unit: Component 2		By end of year pupils can...
Edexcel A Level Assessment Objectives.	Knowledge To continue to create a range of practical responses to students	Knowledge	Externally set theme set by Edexcel.	Externally set theme set by Edexcel.	Externally set theme set by Edexcel.		Develop deep contextual research informing focused ideas.

A01 - develop ideas through investigations, demonstrating critical understanding of sources A02- refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes A03- 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 language.	chosen artists, showing clear development for (A01-3) To be able to critically analyse the work of their chosen artist, making links to the theme of Concealed & Revealed through their practical responses.) Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	To continue to create a range of practical responses to students chosen artists, showing clear development for (A01-3) To be able to critically analyse the work of their chosen artist, making links to the theme of Concealed & Revealed through their practical responses.) A04- Create a practical outcome, making clear links to ideas and intentions developed for A01-2. Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.	Use the theme to complete the following... A01 Develop ideas through investigations, demonstrating critical understanding of resources. A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques & processes. A03-Record ideas, observations, and insights. A4- Present a personal and meaningful response. Prior learning- Build upon skills developed in KS4 using a range of mixed media. Continue to develop contextual study skills developed at KS4. Future Learning- Development of artist analysis skills for personal essay response.		Assured experimentation and refinement of techniques. Insightful, critical recording of observations and reflections. Accomplished, personal outcomes that realise intentions.
	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist.	Assessment: NEA portfolio work completed so far for Component 1, using A01-3 of the A Level assessment objectives. Teacher feedback on personal learning checklist. GI exam (15 hours sustained focus)	Assessment: Portfolio work completed so far for Component 2, using A01-3 of the A Level assessment objectives.	Assessment: Portfolio work completed so far for Component 2, using A01-3 of the A Level assessment objectives.	Assessment: Portfolio work completed for Component 2, including the practical outcome created for A04 .(15 Hour sustained focus exam)	Assessment:	Assessment: Marking and standardisation of A01-4 Component 2. Standardisation completed by Edexcel External Moderator.