

Theme: <b>Natural Forms</b> <b>Plants/cactus</b>	Core Knowledge	Key Outcomes	Key Assessment
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: <ul style="list-style-type: none"> <li>♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and architecture, including periods, styles and major</li> </ul>			
	Pathway 2	Pathway 2	Pathway 2
	Pathway 3	Pathway 3	Pathway 3
	Students must learn how sources inspire the	Students develop and apply the skills listed below to realise personal intentions	<ul style="list-style-type: none"> <li>• Tonal pencil drawing using 2B – 6H pencils</li> <li>• Fine liner drawing</li> <li>• Water colour painting</li> </ul>

<p>movements from ancient times up to the present day.</p>	<p>development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> <li>• tone</li> </ul> </li> </ul>	<p>relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> </ul>	<ul style="list-style-type: none"> <li>• Lino print</li> <li>• Critical and contextual study through PowerPoint</li> <li>• Create a logo for a bottle of Chilli sauce</li> </ul> <p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means</p>
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	<ul style="list-style-type: none"> <li>• texture</li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul>	<ul style="list-style-type: none"> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process. <ul style="list-style-type: none"> <li>• use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• mark-making</li> <li>• monoprint, collagraph and block printing</li> </ul> </li> </ul> </li> </ul>	<p>relevant to intentions, as work progresses.</p> <p><b>AO4</b> Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.</p> <p><b>AO1</b> Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.</p> <p><b>AO2</b> Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes</p> <p><b>AO3</b></p>
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		<ul style="list-style-type: none"> <li>• assemblage</li> <li>• construction</li> <li>• carving</li> <li>• digital working methods</li> <li>• use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• charcoal, pastels, pen and ink, crayons and pencil</li> <li>• watercolour, gouache, acrylic and oil paint</li> <li>• found materials</li> <li>• clay, wood and metal</li> <li>• digital imagery</li> <li>• different papers and surfaces on which to work.</li> </ul> </li> </ul>	<p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p><b>AO4</b> Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.</p>
Theme: <b>Natural Forms</b> <b>Flowers</b>	Core Knowledge	Key Outcomes	Key Assessment Pieces
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: ♣ to use a range of techniques to record their observations in			

<p>sketchbooks, journals and other media as a basis for exploring their ideas</p> <ul style="list-style-type: none"> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>			
	Pathway 2	Pathway 2	Pathway 2
	Pathway 3	Pathway 3	Pathway 3
	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> </ul>	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> </ul>	<ul style="list-style-type: none"> <li>• Tonal pencil drawing using 2B – 6H pencils</li> <li>• Fine liner drawing</li> <li>• Water colour painting</li> <li>• Lino print</li> <li>• Critical and contextual study through PowerPoint</li> <li>• 3D/ceramic piece</li> <li>• Create a product; greetings card, phone case, t-shirt</li> </ul>

	<ul style="list-style-type: none"> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> <li>• tone</li> <li>• texture</li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> </ul> </li> </ul>	<p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p><b>A04</b> Minimal ability to present a personal and meaningful response and realise intentions.</p>
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	<p>creative intentions and chosen area(s) of study</p> <ul style="list-style-type: none"> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul>	<ul style="list-style-type: none"> <li>• processes</li> <li>• technologies</li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process.</li> <li>• use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• mark-making</li> <li>• monoprint, collagraph and block printing</li> <li>• assemblage</li> <li>• construction</li> <li>• carving</li> <li>• digital working methods</li> </ul> </li> <li>• use media and materials, as appropriate to students' personal intentions, for example:</li> </ul>	<p>Minimal ability to demonstrate understanding of visual language.</p>
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		<ul style="list-style-type: none"> <li>• charcoal, pastels, pen and ink, crayons and pencil</li> <li>• watercolour, gouache, acrylic and oil paint</li> <li>• found materials</li> <li>• clay, wood and metal</li> <li>• digital imagery</li> <li>• different papers and surfaces on which to work.</li> </ul>	
Theme: <b>Hundertwasser</b>	Core Knowledge	Key Outcomes	Key Assessment Pieces
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: <ul style="list-style-type: none"> <li>♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> </ul>			
	Pathway 2	Pathway 2	Pathway 2



<p>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>			
	Pathway 3	Pathway 3	Pathway 3
	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language,</li> </ul>	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and</li> </ul>	<ul style="list-style-type: none"> <li>• Tonal pencil drawing using 2B – 6H pencils</li> <li>• Fine liner drawing</li> <li>• Water colour painting</li> <li>• Lino print</li> <li>• Critical and contextual study through PowerPoint</li> <li>• Digital manipulation</li> <li>• Mixed media</li> <li>• 3D houses</li> </ul> <p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas. Minimal ability to select and experiment with</p>

	<p>using formal elements, including:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> <li>• tone</li> <li>• texture</li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul>	<p>independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</p> <ul style="list-style-type: none"> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process.</li> </ul>	<p>appropriate media, materials, techniques and processes.</p> <p><b>AO3</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p><b>AO4</b> Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.</p>
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		<ul style="list-style-type: none"> <li>• use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• mark-making</li> <li>• monoprint, collagraph and block printing</li> <li>• assemblage</li> <li>• construction</li> <li>• carving</li> <li>• digital working methods</li> </ul> </li> <li>• use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• charcoal, pastels, pen and ink, crayons and pencil</li> <li>• watercolour, gouache, acrylic and oil paint</li> <li>• found materials</li> <li>• clay, wood and metal</li> <li>• digital imagery</li> <li>• different papers and surfaces on which to work.</li> </ul> </li> </ul>	
Theme: <b>Henry Moor</b> <b>Bones/skulls</b> <b>Change to</b>	Core Knowledge	Key Outcomes	Key Assessment pieces

<b>Independent project to encourage participation.</b>			
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: <ul style="list-style-type: none"> <li>♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and architecture, including periods, styles and major</li> </ul>	Pathway 2	Pathway 2	Pathway 2
	Pathway 3	Pathway 3	Pathway 3
	Students must learn how sources inspire the development of ideas. For example, drawing on:	Students develop and apply the skills listed below to realise personal intentions relevant to their chosen	<ul style="list-style-type: none"> <li>• Tonal pencil drawing using 2B – 6H pencils</li> <li>• Fine liner drawing</li> <li>• Water colour painting</li> </ul>

<p>movements from ancient times up to the present day.</p>	<ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> <li>• tone</li> <li>• texture</li> </ul> </li> </ul>	<p>title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to</li> </ul>	<ul style="list-style-type: none"> <li>• Critical and contextual study through PowerPoint</li> <li>• Soap carving</li> <li>• 3D sculpture</li> </ul> <p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>
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	<ul style="list-style-type: none"> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul>	<p>their own creative intentions and chosen area(s) of study through effective and safe use of:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process.</li> <li>• use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• mark-making</li> <li>• monoprint, collagraph and block printing</li> <li>• assemblage</li> <li>• construction</li> </ul> </li> </ul>	<p><b>AO4</b>  Minimal ability to present a personal and meaningful response and realise intentions.  Minimal ability to demonstrate understanding of visual language.</p>
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		<ul style="list-style-type: none"> <li>• carving</li> <li>• digital working methods</li> <li>• use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• charcoal, pastels, pen and ink, crayons and pencil</li> <li>• watercolour, gouache, acrylic and oil paint</li> <li>• found materials</li> <li>• clay, wood and metal</li> <li>• digital imagery</li> <li>• different papers and surfaces on which to work.</li> </ul> </li> </ul>	
Theme: <b>Animee</b>	Core Knowledge	Key Outcomes	Key Assessment Pieces
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas			
	Pathway 2	Pathway 2	Pathway 2

<ul style="list-style-type: none"> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>			
	Pathway 3	Pathway 3	Pathway 3
	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title</li> </ul>	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> </ul>	<ul style="list-style-type: none"> <li>• Fine liner drawing</li> <li>• Critical and contextual study through PowerPoint</li> <li>• Create a product</li> </ul> <p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas.</p>



	<p>and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> <li>• tone</li> <li>• texture</li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as</li> </ul>	<ul style="list-style-type: none"> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• use drawing skills for different needs and</li> </ul>	<p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p><b>A04</b> Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.</p>
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	appropriate to students' own work.	purposes, appropriate to context <ul style="list-style-type: none"><li>• realise personal intentions through sustained application of the creative process.</li><li>• use fine art techniques and processes, appropriate to students' personal intentions, for example:<ul style="list-style-type: none"><li>• mark-making</li><li>• monoprint, collagraph and block printing</li><li>• assemblage</li><li>• construction</li><li>• carving</li><li>• digital working methods</li></ul></li><li>• use media and materials, as appropriate to students' personal intentions, for example:<ul style="list-style-type: none"><li>• charcoal, pastels, pen and ink, crayons and pencil</li><li>• watercolour, gouache, acrylic and oil paint</li><li>• found materials</li></ul></li></ul>	
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		<ul style="list-style-type: none"> <li>• clay, wood and metal</li> <li>• digital imagery</li> <li>• different papers and surfaces on which to work.</li> </ul>	
Theme: <b>Portraits</b>	Core Knowledge	Key Outcomes	Key Assessment Pieces
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught: <ul style="list-style-type: none"> <li>♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and</li> </ul>			
	Pathway 2	Pathway 2	Pathway 2
	Pathway 3	Pathway 3	Pathway 3
			<ul style="list-style-type: none"> <li>• Tonal pencil drawing using 2B – 6H pencils</li> </ul>

<p>architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• shape</li> </ul> </li> </ul>	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Fine liner drawing</li> <li>• Water colour painting</li> <li>• Acrylic painting</li> <li>• Digital Manipulation</li> <li>• Critical and contextual study through PowerPoint</li> </ul> <p><b>A01</b> Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.</p> <p><b>A02</b> Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> Minimal ability to record ideas, observations and insights through drawing and annotation, and any</p>
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	<ul style="list-style-type: none"> <li>• tone</li> <li>• texture</li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study <ul style="list-style-type: none"> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul> </li> </ul>	<p>vocabulary, as work progresses</p> <ul style="list-style-type: none"> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process.</li> <li>• use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> <li>• mark-making</li> </ul> </li> </ul>	<p>other appropriate means relevant to intentions, as work progresses.</p> <p><b>AO4</b></p> <p>Minimal ability to present a personal and meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language.</p>
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