

Theme: Buildings and Architecture	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
	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"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student 	<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"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes 	<ul style="list-style-type: none"> • Tonal pencil drawing using 2B – 6H pencils • Fine liner drawing • Water colour painting • Lino print • Critical and contextual study through PowerPoint <p>A01</p> <p>Some ability to develop ideas through purposeful investigations.</p>

	<p>in the chosen qualification title 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"> • colour • line • form • shape • tone • texture • 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 • the different purposes, intentions and functions 	<ul style="list-style-type: none"> • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • 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"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process. • use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • mark-making 	<p>Some ability to demonstrate critical understanding of sources.</p> <p>A02</p> <p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>A03</p> <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>A04</p> <p>Some ability to present a personal and meaningful response and realise intentions. Some ability to</p>
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	of art, craft and design in a variety of contexts and as appropriate to students' own work.	<ul style="list-style-type: none"> • monoprint, collagraph and block printing • assemblage • construction • carving • digital working methods • use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • charcoal, pastels, pen and ink, crayons and pencil • watercolour, gouache, acrylic and oil paint • found materials • clay, wood and metal • digital imagery • different papers and surfaces on which to work. 	demonstrate understanding of visual language.
Theme: Buildings and Architecture	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
	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"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile 	<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"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses 	<ul style="list-style-type: none"> • Tonal pencil drawing using 2B – 6H pencils • Fine liner drawing • Water colour painting • Lino print • Critical and contextual study through PowerPoint <p>A01</p> <p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to demonstrate critical understanding of sources.</p> <p>A02</p> <p>Some ability to refine ideas.</p>

	<p>language, using formal elements, including:</p> <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • 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"> • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<ul style="list-style-type: none"> • 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"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process. • use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • mark-making • monoprint, collagraph and block printing • assemblage • construction • carving • digital working methods 	<p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>A03</p> <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>A04</p> <p>Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.</p>
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		<ul style="list-style-type: none"> • use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • charcoal, pastels, pen and ink, crayons and pencil • watercolour, gouache, acrylic and oil paint • found materials • clay, wood and metal • digital imagery • different papers and surfaces on which to work. 	
Theme: Natural Forms sea life/shells, stones and bones	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
	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	<ul style="list-style-type: none"> • Tonal pencil drawing using 2B – 6H pencils

	<p>development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title 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: <ul style="list-style-type: none"> • colour • line • form 	<p>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"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • 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"> • media 	<ul style="list-style-type: none"> • Fine liner drawing • Water colour painting • Lino print • Critical and contextual study through PowerPoint • 3D/Sculpture <p>A01</p> <p>A moderate ability to effectively develop ideas through purposeful investigations.</p> <p>A moderate ability to demonstrate critical understanding of sources.</p> <p>A02</p> <p>A moderate ability to thoughtfully refine ideas.</p> <p>A moderate ability to effectively select and purposefully experiment</p>
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	<ul style="list-style-type: none"> • shape • tone • texture • 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"> • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<ul style="list-style-type: none"> • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process. <ul style="list-style-type: none"> • use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • mark-making • monoprint, collagraph and block printing • assemblage • construction • carving • digital working methods • use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • charcoal, pastels, pen and ink, crayons and pencil 	<p>with appropriate media, materials, techniques and processes.</p> <p>A03</p> <p>A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p> <p>A04</p> <p>A moderate ability to competently present a personal and meaningful response and realise intentions.</p> <p>A moderate ability to demonstrate understanding of visual language.</p>
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		<ul style="list-style-type: none"> • watercolour, gouache, acrylic and oil paint • found materials • clay, wood and metal • digital imagery • different papers and surfaces on which to work. 	
Theme: Natural Forms sea life/shells, stones and bones	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught:			
	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: <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary 	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>and/or historical contexts, periods, societies and cultures</p> <ul style="list-style-type: none"> • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title 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: <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • the characteristics, properties and effects of using different media, 	<ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • 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"> • media • materials • techniques • processes • technologies 	
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	<p>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</p> <ul style="list-style-type: none">• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.	<ul style="list-style-type: none">• use drawing skills for different needs and purposes, appropriate to context• realise personal intentions through sustained application of the creative process.• use fine art techniques and processes, appropriate to students' personal intentions, for example:<ul style="list-style-type: none">• mark-making• monoprint, collagraph and block printing• assemblage• construction• carving• digital working methods• use media and materials, as appropriate to students' personal intentions, for example:<ul style="list-style-type: none">• charcoal, pastels, pen and ink, crayons and pencil• watercolour, gouache, acrylic and oil paint• found materials• clay, wood and metal• digital imagery	
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		<ul style="list-style-type: none"> • different papers and surfaces on which to work. 	
Theme: Student choice project	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
Pupils should be taught:			
	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"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues 	<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"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting 	

	<ul style="list-style-type: none"> • other relevant sources researched by the student in the chosen qualification title 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: <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • 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 	<p>with media, materials, techniques and processes</p> <ul style="list-style-type: none"> • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • 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"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process. 	
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	<ul style="list-style-type: none"> • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<ul style="list-style-type: none"> • use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • mark-making • monoprint, collagraph and block printing • assemblage • construction • carving • digital working methods • use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • charcoal, pastels, pen and ink, crayons and pencil • watercolour, gouache, acrylic and oil paint • found materials • clay, wood and metal • digital imagery • different papers and surfaces on which to work. 	
Theme: Student choice project	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1

Pupils should be taught:			
	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"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student • the ways in which meanings, ideas and intentions can be communicated through 	<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"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using 	

	<p>visual and tactile language, using formal elements, including:</p> <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • 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 • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<p>appropriate specialist vocabulary, as work progresses</p> <ul style="list-style-type: none"> • 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"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process. • use fine art techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> • mark-making • monoprint, collagraph and block printing • assemblage • construction 	
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		<ul style="list-style-type: none">• carving• digital working methods• use media and materials, as appropriate to students' personal intentions, for example:<ul style="list-style-type: none">• charcoal, pastels, pen and ink, crayons and pencil• watercolour, gouache, acrylic and oil paint• found materials• clay, wood and metal• digital imagery• different papers and surfaces on which to work.	
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