

Theme: Pupils Choice	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
	<ul style="list-style-type: none"> • understanding and the use of pictorial space and real space, composition, rhythm, scale and structure in Fine Art • understanding and application of scale appropriate to the chosen work and direction relevant to learners' intentions <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 language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form 	<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, 	<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>

	<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 • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. <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 	<p>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 	<p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>AO3</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>AO4</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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	<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"> • 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 	<ul style="list-style-type: none"> • 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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	appropriate to students' own work.	<ul style="list-style-type: none"> • different papers and surfaces on which to work. 	
Theme: Pupils Choice	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 	<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"> • Tonal pencil drawing using 2B – 6H pencils • Fine liner drawing • Water colour painting • Lino print • Critical and contextual study through PowerPoint

	<p>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, materials, techniques and processes, and the ways in 	<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 	<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>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</p>
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	<p>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. 	<p>area(s) of study through effective and safe use of:</p> <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>relevant to intentions, as work progresses</p> <p>AO4 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: Exam prep	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 development of ideas. For example, drawing on:	Students develop and apply the skills listed below to realise personal intentions relevant to their chosen	Create and Portfolio of work using techniques and skills learnt previously in preparation for the 10 hour exam in term 5.

	<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 • shape • tone • texture 	<p>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 	<p>Pupils will be given their exam paper in January and will each select a question of their choice.</p>
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	<ul style="list-style-type: none">• 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>their own creative intentions and chosen area(s) of study through effective and safe use of:</p> <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. 	
Theme- Exam Prep	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	Students develop and apply the skills listed below to realise personal intentions	Create and Portfolio of work using techniques and skills learnt previously

	<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 • shape • tone 	<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"> • 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 	<p>preparation for the 10 hour exam sat next term</p>
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	<ul style="list-style-type: none"> • 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 	
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		<ul style="list-style-type: none"> • 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: Exam	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 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>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 	<p>Create and Portfolio of work using techniques and skills learnt previously preparation for the 10 hour exam sat this term</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. 	<p>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 	
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		<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. 	
Theme:	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

		Study Leave	
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