






# Tolworth Girls' School Curriculum Map

## Y7 Art





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Y7</b></p> <p>2 Hours Per Fortnight</p>  <p><b>Brief Overview:</b> Students explore a range of core techniques through 3 themed projects.</p>  <p>At the end of Year 7 students should be able to know how to research and develop their own ideas relating to a theme.</p>	<p>Art- Natural Forms (Unit 1)</p>	<p>Art- Natural Forms (Unit 1)</p>	<p>Ceramics- Natural Forms (Unit 2)</p>	<p>Ceramics- Natural Forms (Unit 2)</p>	<p>Textiles- Hamsa (Unit 3)</p>	<p>Textiles- Hamsa (Unit 3)</p>
	<p><b>Knowledge</b></p> <p>Students understand the <b>colour wheel, primary and secondary colours.</b></p> <p>Students will <b>analyse</b> how <b>artist Georgia O'Keefe</b> responds to the natural world.</p>	<p><b>Knowledge</b></p> <p>Students will understand about the <b>effects</b> pastel and charcoal can create.</p> <p>Students will understand the <b>process of developing skills &amp; ideas</b></p>	<p><b>Knowledge</b></p> <p>Students will analyse how <b>ceramicist Courtney Mattison and Lisa Stevens</b> respond to the natural under water world of corals and sea urchins.</p>	<p><b>Knowledge</b></p> <p>Students will learn about how <b>artists respond to climate change</b> to make a political statement.</p>	<p><b>Knowledge</b></p> <p>Students will <b>analyse</b> the formal elements including pattern and symbols in the cultural motif of a <b>Hamsa</b></p>	<p><b>Knowledge</b></p> <p>Students will understand what <b>hand embroidery stitches and patterns</b> should look like.</p>
	<p><b>Skills</b></p> <p>Students will learn how to <b>apply pencil tone</b>, whilst <b>observing natural forms.</b></p> <p>Students will learn to <b>control watercolour paint to describe a form</b> and <b>evaluate</b> the outcome.</p>	<p><b>Skills</b></p> <p>Students will learn how to use <b>oil pastel and chalk &amp; charcoal</b> whilst <b>observing natural forms.</b></p> <p>Students will <b>analyse</b> and <b>refine</b> their skills to <b>create</b> a large <b>mixed media panel.</b></p>	<p><b>Skills</b></p> <p>Students will learn how to make a <b>ceramic textured tile.</b></p> <p>Students will learn how to add <b>texture and manipulate clay</b> to <b>capture the qualities of coral.</b></p>	<p><b>Skills</b></p> <p>Students will learn how to <b>decorate their ceramic tile</b> using watercolours and varnish..</p>	<p><b>Skills</b></p> <p>Students will learn how to <b>create a decorative design</b> and <b>how to refine it.</b></p> <p>Students will learn how to use <b>fabric to applique and hand embroider</b></p>	<p><b>Skills</b></p> <p><b>Students will continue to practise their hand embroidery skills.</b></p> <p>Students will <b>analyse their design</b> reflecting on their use of <b>colour and pattern.</b></p>
<p><b>Assessment Opportunities</b></p>		<p><b>ASSESSMENT FORTNIGHT 1- Sketchbooks marked against Foundation AO's</b></p>			<p><b>ASSESSMENT FORTNIGHT 2- Sketchbooks marked against Foundation AO's</b></p>	
<p><b>Wider Learning &amp; Cultural Capital</b></p> 	<p><b>PSHE:</b> Respecting and valuing each others work/ Collaborating to create a class bunting and ceramic display. Responding to climate change.</p> <p><b>CEIAG:</b> Careers- Artist/ Ceramicist/ Designer</p> <p><b>Enrichment:</b> Drawing club to reinforce skills/ Cultural Capital WSCD trip to Wisley Gardens to draw plants in the glass houses.</p> <p><b>Cross Curricular:</b> Geography study Tropical Rainforests. IT Word Doc and formatting taught when creating artist research pages.</p> <p><b>Literacy &amp; Numeracy:</b> Research skills, note making, reading and writing skills, key vocabulary. Dividing paper, shapes, scaling up, shape form &amp; structure in clay, approximation, colour mixing, class &amp; peer discussion</p>			<p><b>DIVERSITY</b></p> <p><b>ARTISTS:</b></p> <p>YINKA SHONIBARE* BRITISH –NIGERIAN DISABLED</p> <p>GEOGRIA O'KEEFE*- MEXICAN</p> <p>COURTNEY MATTISON AND LISA STEVENS- FEMALE ARTISTS</p> <p><b>CULTURES:</b> HAMSA MOTIF USED IN MULTIPLE CULTURES AND FAITHS+ PAISLEY DESIGN – INDIA</p>		




# Tolworth Girls' School Curriculum Map

## Y8 Art



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h1>Y8</h1> <p>2 Hours Per Fortnight</p>  <p><b>Brief Overview:</b> Students explore their own and other cultures methods of communicating the world they see around them.</p>  <p>At the end of Year 8 students should be confident that they can use art to communicate an idea or story.</p>	Art- Identity Portraits (Unit 1)	Art- Identity Portraits (Unit 1)	Textiles- My World (Unit 2)	Textiles- My World (Unit 2)	Ceramics- Mythical Creatures (Unit 3)	Ceramics- Mythical Creatures (Unit 3)
	<p><b>Knowledge</b></p> <p>Students learn about the role of <b>portraiture</b> in communicating the <b>subjects identity</b>.</p> <p>Students analyse the work of African American <b>artist Kehinde Wiley</b> and Mexican <b>artist Frida Khalo</b></p>	<p><b>Knowledge</b></p> <p>Students learn about their <b>own identity</b> and what <b>visual vocabulary</b> can be used to describe them.</p>	<p><b>Knowledge</b></p> <p>Students analyse how the <b>Indian Madhubani design</b> elements are used to <b>communicate the natural world</b> they see.</p>	<p><b>Knowledge</b></p> <p>Students review their <b>understanding of hand embroidery stitches</b>.</p>	<p><b>Knowledge</b></p> <p>Students learn about how <b>animals are depicted within ceramics to tell a story or to symbolise a persons identity</b>.</p>	<p><b>Knowledge</b></p> <p>Students learn about their own identity and how to carry out research. .</p>
	<p><b>Skills</b></p> <p>Students develop their <b>tonal drawing</b> skills.</p> <p>Students create a <b>Painted response</b> to the work of Kehinde Wiley and Frida Khalo</p>	<p><b>Skills</b></p> <p>Students <b>create</b> their own <b>digital identity portrait</b>.</p> <p>Students refine their <b>painting and drawing</b> skills in a final realisation.</p>	<p><b>Skills</b></p> <p>Students learn how to simplify and create dynamic <b>designs</b> and <b>patterns</b> with reference to the natural world.</p>	<p><b>Skills</b></p> <p>Students transfer their <b>circular design</b> onto cotton applying their knowledge of <b>hand embroidery to create an effective embroidered design</b>.</p>	<p><b>Skills</b></p> <p>Students <b>research</b> about animals and myths.</p> <p>Students create their own ceramic animal jar design inspired by canopic jars and other cultures.</p>	<p><b>Skills</b></p> <p>Students learn how to make a <b>clay cylinder and a pinch pot</b>.</p> <p>Students transfer their own design onto their fired clay <b>using watercolour</b>.</p>
<p><b>Assessment Opportunities</b></p>		<p><i>ASSESSMENT FORTNIGHT 1- Sketchbooks marked against Foundation AO's</i></p>				<p><i>ASSESSMENT FORTNIGHT 2- Sketchbooks marked against Foundation AO's</i></p>




<p><b>Wider Learning &amp; Cultural Capital</b></p> 	<p><b>PSHE: Respecting each others work and opinions during group discussion/ Personal, Political and Social Issues explored.</b></p> <p><b>CEIAG: Artist/Designer/Ceramicist</b></p> <p><b>Enrichment: Art club to reinforce skills.</b></p> <p><b>Cross Curricular: IT Word Doc and formatting taught when creating artist research pages.</b></p> <p><b>Literacy &amp; Numeracy: Research skills, analysing art works, describing, note making, reading, key vocabulary. Proportion, shapes, scaling up, class &amp; peer discussion.</b></p>	<p><b>DIVERSITY ARTISTS:</b> Kehinde Wiley – African American Frida Khalo - Mexican</p> <p><b>CULTURES: Egyptian, African, Chinese &amp; Indian explored.</b></p>
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# Tolworth Girls' School Curriculum Map

## Y9 Art



Y9 GCSE: AQA  6 Hours Per Fortnight Brief Overview:  <i>Students learn the processes required in order to create a practical final realisation. All stages of development are recorded in a sketchbook. Student will have constructed &amp; decorated their 1<sup>st</sup> final outcome using clay for UNIT 1</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Foundation Unit	Everyday Objects (Unit 1)	Everyday Objects (Unit 1)	Everyday Objects (Unit 1)	Everyday Objects (Unit 1)	Everyday Objects (Unit 1)
<b>Knowledge</b> Students will <b>learn about a broad range of techniques</b> including drawing, printing and oil painting.	<b>Knowledge</b> Students will <b>analyse</b> the work of Kristy Patterson, Rembrandt and other artists who communicate the theme of Everyday Objects & Still Life.	<b>Knowledge</b> Students will understand how to <b>present</b> their own work <b>effectively</b> in a sketchbook.	<b>Knowledge</b> Students will be introduced to new artists, <b>analyse their work</b> and understand how to <b>develop</b> their own <b>ideas</b> .	<b>Knowledge</b> Students will continue to gain an <b>understanding</b> of a broader range of <b>artists and their intentions</b> .	<b>Knowledge</b> Students will <b>review and reflect</b> on the techniques and media used, <b>identify their strengths</b> and <b>create</b> their own ideas	
<b>Skills</b> Students will explore how to <b>record from direct observation</b> Students will learn how to transfer an image to lino and make a series of prints. Students will learn how to use oil paints to record everyday objects.	<b>Skills</b> Students will <b>learn how to make a</b> monoprint and use watercolour to add detail. Students will learn how to <b>record</b> a still life with cross hatching Students will learn how to <b>make a</b> drypoint print	<b>Skills</b> Students will <b>develop</b> their monoprinting & screen printing skills. Students will take a series of their own photos of everyday objects to <b>develop</b> into oil paintings.	<b>Skills</b> Students will <b>refine</b> their lino printing skills. Students will <b>refine</b> their oil painting, photography and drawing skills.	<b>Skills</b> Students will <b>refine</b> their lino printing skills, oil paint application and composition skills.	<b>Skills</b> Students will <b>develop</b> their <b>decision making, problem solving and explorative skills</b> in order to create their own <b>personal outcomes</b> .	
<b>Assessment Opportunities</b>			ASSESSMENT FORTNIGHT 1- Sketchbook marked against AQA AO's.			ASSESSMENT FORTNIGHT 2- Sketchbook marked against AQA AO's.
<b>Wider Learning &amp; Cultural Capital</b> 	<p>PSHE: Respecting each others work and opinions during group discussion.</p> <p>CEIAG: Artist/Designer/Ceramicist</p> <p>Enrichment: Art clinic to reinforce skills.</p> <p>Cross Curricular: IT Word Doc and formatting taught when creating artist research pages.</p> <p>Literacy &amp; Numeracy: Research skills, analysing art works, describing, note making, reading, key vocabulary. Proportion, shapes, scaling up., colour mixing, class &amp; peer discussion</p>			<p><b>DIVERSITY ARTISTS:</b> Vast selection of female ceramicists from around the world Andy Warhol – LGBTQ+</p> <p><b>CULTURES:</b> Incorporating own culture &amp; identity into work &amp; sharing with peers</p>		



# Tolworth Girls' School Curriculum Map

## Y10 Art



# Y10

**GCSE:  
AQA**



6 Hours Per  
Fortnight

**Brief Overview:**



*Students learn how to create a practical final realisation. All stages of development are recorded in a sketchbook. Student will have constructed & decorated their 2<sup>nd</sup> final outcome using clay for UNIT 1*

**Assessment Opportunities**

**Wider Learning & Cultural Capital**



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Everyday Objects (Unit 1)	Identity- Ceramics (Unit 2)	Identity- Ceramics (Unit 2)	Identity (Unit 2)	Identity (Unit 2)	Identity (Unit 2)
<p><b>Knowledge</b></p> <p>Students will <b>review and reflect</b> on the techniques and media used, <b>identify their strengths</b> and <b>create</b> their own ideas</p>	<p><b>Knowledge</b></p> <p>Students will <b>reflect</b> on the work of Grayson Perry and Paul Scott and how they <b>communicate themes through ceramics</b>.</p>	<p><b>Knowledge</b></p> <p>Students will gain understanding of the variety of vessel or pot shapes used through history to communicate a narrative or story.</p>	<p><b>Knowledge</b></p> <p>Students will <b>reflect</b> on how a broad range of artists <b>communicate themes relating to identity</b>.</p> <p>Students will understand that different approaches have value</p>	<p><b>Knowledge</b></p> <p>Students will <b>reflect</b> on how a broad range of artists <b>communicate themes relating to identity</b>.</p> <p>Students will understand that different approaches have value</p>	<p><b>Knowledge</b></p> <p>Students will continue to <b>reflect</b> on how a broad range of artists <b>communicate</b> themes relating to identity.</p>
<p><b>Skills</b></p> <p>Students will <b>develop</b> their <b>decision making, problem solving and explorative skills</b> in order to create their own <b>personal outcomes</b>.</p>	<p><b>Skills</b></p> <p>Students will <b>learn how to design their own identity pot that explores an issue or theme personal to them</b>.</p>	<p><b>Skills</b></p> <p>Students will <b>learn how to use coils, pinch pots and slab rolling to create their own vessel</b>.</p> <p>Students will have the <b>chance to embellish their ceramic pot using sprig moulds or Scraffito</b>.</p>	<p><b>Skills</b></p> <p>Students will <b>explore a range of media &amp; techniques</b> in order to respond to the work of a range of artists, that in turn will <b>inform their own ideas</b>.</p>	<p><b>Skills</b></p> <p>Students will <b>decorate their ceramic vessel during the AF2 period</b>.</p> <p>Students will <b>continue to explore a range of media</b>.</p>	<p><b>Skills</b></p> <p>Students will <b>explore a range of media &amp; techniques</b> in order to <b>respond to</b> the work of a range of artists, that in turn will inform their own ideas.</p>
		ASSESSMENT FORTNIGHT 1- Sketchbooks marked against AQA AO's.		ASSESSMENT FORTNIGHT 2 (MOCKS) Sketchbooks & FINAL PIECE marked against AQA AO's	

**PSHE: Respecting each others work and opinions during group discussion. Creating issue based outcomes**

**CEIAG: Artist/Designer/Ceramicist**

**Enrichment: Art clinic to reinforce skills.**

**Cross Curricular: IT Word Doc and formatting taught when creating artist research pages, Photographic editing.**

**Literacy & Numeracy: Research skills, analysing art works, describing, note making, reading, key vocabulary. Proportion, shapes, scaling up, colour mixing, class & peer discussion.**

**DIVERSITY**

**ARTISTS:**

**Vast selection of female designers & artists from around the world  
Andy Warhol – LGBTQ+  
Grayson Perry- LGBTQ+**

**CULTURES: Incorporating own culture & identity into work & sharing with peers**



# Tolworth Girls' School Curriculum Map

## Y11 Art



# Y11

**GCSE:  
AQA**



5 Hours Per  
Fortnight

**Brief Overview:**



Students explore a range of techniques in their sketchbook on the theme 'Identity' (UNIT 2) & create a final realisation.

Students also complete the exam unit set by AQA.

**Assessment Opportunities**

ASSESSMENT FORTNIGHT 1- Unit 1 & 2 Sketchbooks & Unit 1 final piece marked against AQA AO's.

ASSESSMENT FORTNIGHT 2- MOCKS Sketchbooks & Unit 1 & 2 final pieces marked against AQA AO's.

ASSESSMENT FORTNIGHT- All coursework and externally set exam unit marked against AQA's AO's

**Wider Learning & Cultural Capital**



**PSHE:** Respecting each others work and opinions during group discussion/ Political and Social Issues explored/ Indifferences

**CEIAG:**

**Enrichment:** Art club to reinforce skills.

**Cross Curricular:** IT Word Doc and formatting taught when creating artist research pages.

**Literacy & Numeracy:** Dividing paper, shapes, scaling up. Research skills, note making, writing skills, colour mixing, written explanations of creative ideas, class & peer discussion.

**DIVERSITY**

**ARTISTS:**

Andy Warhol – LGBTQ+

KEHINDE WILEY - AFRICAN AMERICAN

ENAM BOSOKAH – GHANAIA

MONICA LEE- MALAYSIAN

SAMJOLLY - BRITISH AFRO CARIBBEAN

CLAUDETTE JOHNSON\*- BRITISH/CARRIBEAN known for her large-scale drawings of Black women and involvement with the BLK Art Group

ARINZE STANLEY - NIGERIAN

LUCAS SIMOES - BRAZILIAN

ANA SANTOS\* - PORTUGUESE GLORY

TS ABE - BRITISH/SOUTH AFRICAN

**CULTURES:** Incorporating own culture & identity into work & sharing with peers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity (Unit 2)	Identity (Unit 2)	External Exam (Unit 3)	External Exam (Unit 3)		Public Exams
<p><b>Knowledge</b></p> <p>Students <b>learn and analyse</b> the work of a artists who reflect the theme of identity or portraiture in their work.</p> <p>Students gain a <b>broader understanding</b> of how artists interpret the world around them.</p>	<p><b>Knowledge</b></p> <p>Students <b>reflect</b> on their own identity and how they can <b>communicate</b> this both visually and in written form.</p>	<p><b>Knowledge</b></p> <p>Students learn how to <b>research a given theme</b>.</p> <p>Students learn about a range of <b>artist, cultures and designers</b>.</p>	<p><b>Knowledge</b></p> <p>Students learn how to <b>communicate their own ideas visually</b>.</p> <p>Students <b>reflect</b> on their understanding of artists intentions to create their own.</p>	GCSE FINISHED	GCSE FINISHED
<p><b>Skills</b></p> <p>Students explore and create a series of designs using a range of media including <b>drawing, oil painting, printmaking, photography and mixed media</b>.</p>	<p><b>Skills</b></p> <p>Students <b>develop and refine</b> their own design ideas.</p> <p>Students <b>create their own practical realisation</b> in a <b>10 hour mock exam</b> situation.</p>	<p><b>Skills</b></p> <p>Students reflect on all the skills learnt so far and <b>create</b> a series of <b>experiments and designs. (Painting, printmaking, drawing, mixed media)</b></p>	<p><b>Skills</b></p> <p>Students learn how to <b>create their own practical realisation</b> in a <b>10 hour exam</b> situation.</p>	GCSE FINISHED	
ASSESSMENT FORTNIGHT 1- Unit 1 & 2 Sketchbooks & Unit 1 final piece marked against AQA AO's.	ASSESSMENT FORTNIGHT 2- MOCKS Sketchbooks & Unit 1 & 2 final pieces marked against AQA AO's.		ASSESSMENT FORTNIGHT- All coursework and externally set exam unit marked against AQA's AO's		



# Tolworth Girls' School Curriculum Map

## Y12 Art



# Y12

## A LEVEL

### Art

9 Hours Per Fortnight

#### Brief Overview:

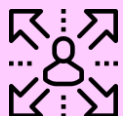


Students learn a broad range of techniques in response to artists/designers and sources. Students will develop these ideas to create a practical final realisation. All stages of development are recorded in a sketchbook.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Foundation Course-Project 1	Foundation Course-Project 1	Personal Investigation (Component 1)	Personal Investigation (Component 1)	Personal Investigation (Component 1)	Personal Investigation (Component 1)
	<p><b>Knowledge</b> Students will <b>develop</b> their knowledge of artists/designers <b>techniques and styles relating to a given theme.</b></p> <p>Students will <b>contextualise and analyse</b> artists/designers outcomes, gaining a clear <b>understanding</b> of their <b>intentions</b></p>	<p><b>Knowledge</b> Students will <b>analyse</b> and <b>evaluate</b> their own experiments in relation to the artist/designers studied.</p> <p>Students will <b>make decisions</b> and <b>determine</b> how they will develop their own ideas further</p>	<p><b>Knowledge</b> Students will <b>reflect</b> on their learning &amp; <b>determine</b> their <b>area of focus</b> for the <b>Personal Investigation.</b></p> <p>Students will gather <b>primary and secondary research</b> to <b>inform</b> their chosen Personal Investigation.</p>	<p><b>Knowledge</b> Students will <b>contextualise</b> and <b>analyse</b> artists/designers outcomes, gaining a clear <b>understanding</b> of their <b>intentions, making clear links to their chosen area of study</b></p>	<p><b>Knowledge</b> Students will <b>analyse</b> and <b>evaluate</b> their own art based outcomes in relation to their chosen theme.</p> <p>Students will <b>make decisions</b> and <b>determine</b> how they will develop their ideas further</p>	<p><b>Knowledge</b> Students will continue to <b>reflect</b> on the work of their chosen artists and the plans they have created, consolidating this stage of their Personal Investigation with their 1st final outcome</p>
	<p><b>Skills</b> Students will <b>explore, develop and experiment</b> with a <b>broad range of drawing, painting and mixed media techniques.</b></p>	<p><b>Skills</b> Students will <b>develop their own ideas</b> and realise these in a <b>final outcome.</b></p>	<p><b>Skills</b> Students will <b>explore, develop and respond</b> to their selected artists with a <b>broad range</b> media in their journal.</p>	<p><b>Skills</b> Students will continue to <b>explore, develop and experiment</b> with a <b>broad range of art based techniques,</b> creating designs that reflect their area of focus</p>	<p><b>Skills</b> Students will continue to <b>explore, develop, reflect and experiment</b> with a <b>broad range of art based techniques</b> to create refined plans and designs that reflect their area of focus</p>	<p><b>Skills</b> Students will continue to <b>realise their</b> practical design ideas in a large scale or series of <b>final outcomes appropriate to their intentions.</b></p>
<b>Assessment Opportunities</b>	<b>ASSESSMENT FORTNIGHT 1- Sketchbook marked against Pearson AO's</b>		<b>ASSESSMENT FORTNIGHT 2- Sketchbook marked against Pearson AO's</b>			<b>ASSESSMENT FORTNIGHT 2- Sketchbook and final piece 1 (mock exam) marked against Pearson AO's</b>

### Wider Learning & Cultural Capital



**PSHE:** Respecting each others work and opinions during group discussion, Awareness of a range of artists/designers and their intentions – political/social etc. Creating issue based outcomes. Meet contemporary artists at London Art Fair.

**CEIAG:** Artist/Designer/Ceramicist

**Enrichment:** Art clinic to reinforce skills.

**Cross Curricular:** IT Powerpoint presentations/films & formatting taught when creating artist research pages, Photographic editing.

**Literacy & Numeracy:** Research skills, analysing art works, describing, note making, reading, key vocabulary, presenting ideas, presentations to class.

### DIVERSITY ARTISTS:

Diverse range of artists/designers that reflect historic and contemporary society.

**CULTURES:** Incorporating own culture & identity into work & sharing with peers





# Tolworth Girls' School Curriculum Map

## Y13 Art



# Y13

## A LEVEL

### Art

9 Hours Per Fortnight

#### Brief Overview:



Students explore a broad range of techniques in response to artists/designers and their personal investigation theme. Students will develop these ideas to create a practical final realisation.

Students will write a personal study related to their practical work critically analysing the work of related artists/designers.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Personal Study (Component 1)	Personal Investigation (Component 1)	Personal Investigation (Component 1)	External Assignment (Component 2)	External Assignment (Component 2)	COURSE ENDED IN MAY
	<p><b>Knowledge</b> Students will <b>develop</b> their knowledge of artists/designers through comprehensive research and visual analysis.</p> <p>Students will <b>contextualise</b> and <b>analyse</b> artists/designers outcomes, gaining a clear <b>understanding</b> of their <b>intentions</b></p>	<p><b>Knowledge</b> Students will <b>make decisions</b> and <b>determine</b> how they will develop their own practical ideas further after reflecting on their 1<sup>st</sup> final realisation. Students will <b>reflect</b> on the knowledge gained from their personal study and bring in new methods and ideas.</p>	<p><b>Knowledge</b> Students will <b>reflect</b> on their final design and continue to think about their intentions.</p> <p>Students will reflect on their understanding presented in their personal study</p>	<p><b>Knowledge</b> Students will <b>contextualise</b> and <b>analyse</b> artists/designers outcomes, gaining a clear <b>understanding</b> of their <b>intentions</b>, <b>making clear links to their chosen area of study</b></p>	<p><b>Knowledge</b> Students will <b>analyse</b> and <b>evaluate</b> their own art based outcomes in relation to their chosen theme.</p> <p>Students will <b>make decisions</b> and <b>determine</b> how they will develop their ideas further</p>	
	<p><b>Skills</b> Students will <b>write</b> their 1-3,000 word personal study <b>reflecting critical thinking</b> and <b>insightful understanding</b> of their theme.</p>	<p><b>Skills</b> Students will <b>explore, develop and experiment</b> with a <b>broad range of techniques appropriate to their intentions</b>. Students will start to <b>create</b> their 2<sup>nd</sup> final realisation.</p>	<p><b>Skills</b> Students will continue to <b>create</b> their 2<sup>nd</sup> final realisation.</p> <p>Students will <b>reflect and refine</b> their personal investigation sketchbook reviewing their personalised targets.</p>	<p><b>Skills</b> Students will continue to <b>explore, develop and experiment</b> with a <b>broad range of art based techniques</b>, creating designs that reflect their area of focus</p>	<p><b>Skills</b> Students will continue to <b>explore, develop, reflect and experiment</b> with a <b>range of art based techniques</b> to create refined plans and designs that reflect their area of focus</p>	<p><b>Skills</b> Students have to mount their own work in the summer exhibition in June for moderation and the external moderators visit.</p>
<b>Assessment Opportunities</b>	<b>ASSESSMENT FORTNIGHT 1-Sketchbook and final piece 1 &amp; essay marked against Pearson AO's</b>	<b>ASSESSMENT FORTNIGHT MOCK-Sketchbook and final piece 1 &amp; 2 &amp; essay(mock exam) marked against Pearson AO's</b>		<b>ASSESSMENT FORTNIGHT 2-Sketchbook and final piece 1 &amp; 2 &amp; essay (mock exam) marked against Pearson AO's</b>		<b>FINAL ASSESSMENT OF NEA AND EXTERNALLY SET ASSIGNMENT + MODERATOR ASSESSMENT</b>

### Wider Learning & Cultural Capital



**PSHE:** Respecting each others work and opinions during group discussion, Awareness of a range of artists/designers and their intentions – political/social etc. Creating issue based outcomes. Meet contemporary artists at London Art Fair.

**CEIAG:** Artist/Designer/Ceramicist

**Enrichment:** Art clinic to reinforce skills.

**Cross Curricular:** IT Powerpoint presentations/films & formatting taught when creating artist research pages, Photographic editing.

**Literacy & Numeracy:** Research skills, analysing art works, describing, note making, reading, key vocabulary, presenting ideas. presentations to class.

### DIVERSITY

#### ARTISTS:

Diverse range of artists/designers that reflect historic and contemporary society.

**CULTURES:** Incorporating own culture & identity into work & sharing with peers