

Lever Park, Bolton Impact Trust Art and Design Curriculum Intent

Rationale

As a Trust we believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art whilst developing an understanding and appreciation of great artists and great works of art and how they have shaped our history and culture. At Lever Park we want our pupils to produce work that they are proud of and to develop their confidence in expressing themselves through various media.



Knowledge

We ensure that throughout the Art and Design curriculum pupils acquire the key knowledge required to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



Character

We ensure that pupils develop their own character attributes by engaging with challenging and thought-provoking art from a range of genres, social, cultural and historical contexts. Pupils are taught to try new things and to express themselves through various media. They develop empathy, resilience and an appreciation of art in all its forms.



Creativity

We ensure that pupils develop their creativity in order to keep up with our fast-changing world and to help pupils to reflect on that world. We teach pupils to express their feelings, to tell stories and to connect with others. We develop pupils' confidence to explore new ways in which to be creative, to share their work with others and to enjoy creating new things.



Innovative Thinking

We inspire pupils to develop new ideas and to solve problems innovatively. We teach them to understand that the process of creating something often includes failure or mistakes and by having these happen we develop our innovative thinking skills by finding ways around the problem or approaching it in a different way.



Transform

Pupils will transform the essential knowledge and skills that they are taught in the Art curriculum into long-lasting success in the world of further study and work. They will be skilled in a number of different art, craft and design techniques, and will be confident to be creative in their approach to problems or tasks. They will be equipped for an ever changing world of work where some of the jobs that they will do have not been invented yet.

Curriculum Design

At Lever Park the Art and Design curriculum has been carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the school knowledge and understanding is deepened and regularly revisited. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly and to increase their confidence.

The curriculum for the Art and Design program has been broken into two branches: GCSE Pathway, Arts Award / Art therapy Pathway

The Art and Design Department has been structured in this way because we want all pupils to learn to the best of their ability: expression and how the arts can build on their thoughts, feeling and who they are as a person, we also want to be able to offer all pupils the chance to achieve a qualification when they leave in year 11. Most pupils come to the school with a very low level of art having only really investigated materials such as paint and plasticine, therefore the curriculum goes back to basics in the first half term of year 7 starting with investigation colour theory and different mediums within art.

Both pathways are centred on pupils learning within a relaxed atmosphere, that is none pressured and enjoyable. Pupils have two lessons a week one that is teacher led and the other is independent study, this enables pupils to investigate, explore and enjoy discovering new things independently and with the assistance of a teacher.

The Art and Design curriculum allows for a broad, balanced and sequenced set of skills and experiences. Topics have carefully been planned to ensure that learning is structured and follows a journey of study. The curriculum has been created to allow sequential learning to ensure that there is a steady build-up of skills to ensure that underpinning knowledge and building blocks for learning are in place.

The GCSE Pathway is where:

KS3 work towards learning basic techniques within art and design doing mini projects. Investigating artists from around the world, art movements and moments in history, researching them, analysing them, starting to introduce pupils to language and terms to evaluate works of art. .

In Year 8 Pupils start a mini project journey which teaches them how to build on a topic and sustain a set theme of investigation for a long period of time. Pupils investigate different mediums and create a portfolio that is an investigatory journey of an art movement with a personal response at the end.

In year 9 pupils then develop understanding about a different art movement but more independently build a project and response around this. This builds on pupils' confidence in art and exploring ideas independently.

Year 10 and 11 pupils work on two specific projects for their GCSE. The curriculum has been broken into four sections each in connection to Ao1, 2, 3, 4 of the AQA specification. Year 11 pupils are given a set of exam questions and choose one to complete as part of their 10-hour exam. The main topics for both KS4 and the GCSE have been created to engage pupils in the subject, Pop Art focuses on popular culture, creating comics, cartoon, artwork about modern interests. Vanitas and day of the dead enable students to investigate tattoo art, gothic culture, skulls, life, death, and time. African Art allows students to look at identity, masks and explore wood materials.

Arts Award / Art Therapy curriculum: for pupils who are within the nurture pathway of the school.

Art therapy projects are short projects where students are introduced to different materials and techniques with themes on exploring themselves and the world around them. Arts Awards is the equivalent of a low-level GCSE and enables students to explore the arts, create work and share their experiences with others. This curriculum is perfect for the Nurture and Engage pathway within the school as it is less pressured and has room for pupils to explore themselves and take more time in completing work.

Within both curriculums pupils will explore art movements past and present, visit art galleries. Both allow for cross-curricular areas, such as English, learning key words and the evaluation process. Maths; showing understanding of shapes, grid method and drawing with a ruler. Humanities: understanding the history of art genres and artists connected to points in history. Pupils will also work in the Design and Technology room and with textiles to create design ideas and final designs.

The Pathway to GCSE curriculum and the Arts Award curriculum are both extremely versatile with the method of the teaching. Pupils have two art lessons a week, one is teacher lead and the other is independent study. This gives students the freedom to express themselves, pushing pupils to discover their own pathway with the help of the teacher guiding them. Both pathways have a high expectation with pupils gaining qualifications by the end of KS4, this pushes pupils to achieve and meet deadlines set by the teacher, question their own journey of study and how best to use their time when in lesson. By structuring the curriculum in this way, it prepares it to be successful and have ownership of their work, feeling proud of what they have achieved on completion of the subject as well as learning skills that can help them in life.

The art and design curriculum goes beyond the classroom, pupils visit art galleries, draw from first hand (Landscapes and cityscapes) attend workshops (Lowry), participate in photography trips and in general discover the world of art and design beyond the restrictions of the classroom. The curriculum has been planned in this way, so pupils have an insight into careers within the Arts and how the Arts are relevant in today society.

The Art room environment is calm with music in the background, the displays show previous pupils work and allows students to see what they can create. Knowledge of pupils' needs is vital in the success of the department; it is essential pupils are comfortable and feel safe in the classroom as the art curriculum

enables pupils to express themselves with an emphasis on their opinions. All pupils are seen as individuals and if they require extra assistance, one to one support is given, this can be for pupils whose attendance is low so may have missed important lessons, or pupils who have lower baselines in English. The curriculum has been designed so that it is versatile and can be changed, reading from the board is set at pupils' reading levels so all pupils can feel confident reading aloud. One to one / small group lessons are also available at lunch time through the Art clubs so pupils can continue with the work if they wish to.

Key Stage 3 Art and Design Curriculum Intent

Key Stage 3

The key stage 3 Art and Design curriculum is organised into three key topics for each term-

- **Exploring Identity and Expression** – Pupils in each year group will investigate how other artists express themselves through different mediums in art, craft, design and architecture. They will develop an understanding of how to evaluate and analyse creative works (including their own) using the language of art, craft and design. Pupils will explore who they are as an artist and produce creative work, exploring their ideas and recording their experiences. They will also learn the positive effects that art can have on their own mental health by exploring art therapy techniques.
- **The Wider World** – Pupils in each year group will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- **Making an Impact** – Pupils in each year group will develop their proficiency in drawing, painting, sculpture and other art, craft and design techniques and in the handling of different materials. Using their knowledge from earlier topics they will explore further the artists, styles and movements that have had a personal impact on them and will make their own impact on the world by creating works of art and design that have been influenced by what they have learned

The key stage 3 curriculum plan for pupils at Lever Park is planned and sequenced from year 7 to year 9 and includes an Engage and Outreach and Nurture pathway for pupils on this alternative path. It is expected that pupils who have completed a year on this path move onto the year 7 pathway in their second year and continue to progress from there. The Curriculum overview plans provide guidance for subject teachers on what core component knowledge and skills should be focused on for each theme. Teachers are encouraged to plan schemes of work which are based upon the guidance but are also personalised to address the needs of the pupils that they are teaching.

SEMHS Academy – Lever Park	Identity and Expression (Autumn)	The Changing World (Spring)	Making an Impact (Summer)
Year 9	Pupils will: <ul style="list-style-type: none"> • Build on their knowledge of Art movements and explore a theme connected to the Art movement • Look at two different artists from different eras and compare these artists. • Recreate works of art in the two different styles of the artists studied • Critically respond to their own and other's work using the language of art, craft and design. 	Pupils will: <ul style="list-style-type: none"> • Study a significant historical artistic movement • Analyse and critically respond to works of art from that movement • Produce at least two works of art using different mediums which are influenced by the artistic movement that they have explored 	Pupils will: <ul style="list-style-type: none"> • Investigate different materials and what they can create by using them • Explore how different mediums have evolved through time and how some materials are no longer available. • Explore how they can use recycled materials to create work and how this impacts on the environment.
Year 8	Pupils will: <ul style="list-style-type: none"> • Build on their knowledge of Art movements • Explore a number of different interpretations of a theme examples could be: Steampunk Pop Art Buildings by various artists, using various mediums and offer a critical response to these works of art using the language of art, craft and design. <ul style="list-style-type: none"> • Produce a work of Art based on what has inspired them from their investigations. • Explore and develop their understanding of line, shape, form, tone, texture, pattern, colour and composition by producing a drawing or painting. 	Pupils will: <ul style="list-style-type: none"> • Explore art from several other cultures and the impact that it has had on the world • Using a medium that they have not previously used, produce a piece of art which is influenced by the art from other cultures that they have explored • Critically respond to their own and other's work using the language of art, craft and design. 	Pupils will: <ul style="list-style-type: none"> • Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to that theme. • Produce a presentation on what they discover including a critical response to the art works they have investigated and the impact that they feel that they have had on the world and on them personally. • Produce a final piece which is a response to the theme that they have studied throughout the year.

<p>Year 7</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Know and understand the colour theory • Explore how colour has been used in several different art forms and historical periods to express identity, and respond to these works of art using the language of art, craft and design. • Produce a piece of art which uses colour to express an element of their own identity or an emotion. • Explore and develop a basic understanding of line, shape, form, tone, texture, pattern, and composition • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created. • Explore works by artists such as Anthony Gormley, Van Gough and Lowry and respond to these works of art using the language of art, craft and design. • Explore the art of architecture and how buildings have evolved over time with the use of new materials by focusing on the work of artists such as Gaudi, Miles Van der Rohe, Richard Rogers, Zaha Hadid, Frank Lloyd Wright and Daniel Burnham. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Explore different public arts and how they impact the wider community and world • Consider why graffiti is deemed illegal and the political statements people make through their art, considering the positive and negative impact art can have. • Produce a piece of art which makes a statement about something they feel strongly about • Respond to their own and other's work using the language of art, craft and design.
<p>Engage and Outreach and Nurture</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Learn the basic key knowledge of the colour theory • Explore how colour has been used in at least two different art forms linked to identity, and offer their opinion on these works of art using the language of art, craft and design. • Produce a piece of art which uses colour to express an element of their identity or an emotion. • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate an early art form and gain an understanding of its impact upon art and design in the modern world. • Use techniques from the art form that they have explored and develop their own proficiency in it. • Respond to their own and other's work using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Explore and develop a basic understanding of line, shape, form, tone, texture, pattern and composition • Develop their proficiency in drawing through drawing exercise • Produce a piece of art using a technique that they have not used before • Respond to their own and other's work using the language of art, craft and design.

Key Stage 4 Art and Design Curriculum Intent

Key Stage 4

The key stage 4 curriculum continues to build upon the knowledge and skills that were delivered at key stage 3. Pupils can work towards a qualification that best suits their ability and career aspirations and will be guided by staff as to which qualification is most appropriate for them.

Qualifications offered at Lever Park are GCSE Art and Design and the Arts Award. There is a separate curriculum plan for each of these pathways.

Pupils completing the Art GCSE will build upon the knowledge and skills that they developed in key stage 3. They will be expected to begin the course in year 10 and spend at least 5 terms completing it. Pupils arriving in the Trust part way through year 10 or later may be able to complete the GCSE course if they have been working towards it in their mainstream school.

The curriculum for GCSE Art and Design encourages pupils to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

GCSE ART	Autumn	Spring	Summer
Year 10	Pupils will: <ul style="list-style-type: none"> • explore and experiment with materials, processes, technologies, techniques and processes • record practical and written observations • research and investigate contextual sources • develop their competency in drawing / mark-making • generate and develop ideas by completing a small discrete project 	Pupils will: <ul style="list-style-type: none"> • develop and explore ideas • research primary and contextual sources • experiment with media, materials, techniques and processes • present personal responses 	Pupils will: <ul style="list-style-type: none"> • Complete a thematic response project • Revisit their work from the year to enhance and improve it using the knowledge and skills that they have learned. • be given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or Sample Assessment Materials to include: developing and exploring ideas researching primary and contextual sources experimenting with media, materials, techniques and processes presenting personal response(s)
Year 11	Pupils will: <ul style="list-style-type: none"> • Revisit their two coursework projects creating final responses to the projects. • Experiment using different materials 	Pupils will: <ul style="list-style-type: none"> • start work on their preparatory studies in response to the theme • Start their independent research and preparation for the exam 	Pupils will: <ul style="list-style-type: none"> • finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment • Select and present appropriate work for assessment of their Personal Portfolio • Complete their ten hour exam

Arts Award Curriculum Overview

The Arts Award curriculum is intended as a pathway for pupils in Key Stage 4. It offers pupils the opportunity to go on a creative journey, exploring the arts world, discovering their potential as an artist and developing leadership skills. Pupils are able to gain a recognised qualification in one year or more which enables them to progress onto further study if they wish to. The Bronze award is the equivalent to a Level 1 qualification on the Regulated Qualifications Framework, and is an alternative to the other accredited pathways offered at Key Stage 4 in Art and Design. Progress is measured through the completion of each of the unit areas.

ARTS AWARD	Part A : Take Part	Part B : Be the Audience	Part C : Arts Inspiration	Part D : Arts Skills Share
5	Pupils have explored the arts and have participated in two different activities and created an evidence sheets for this activity,	Pupils have experience being an audience member and evidenced their experience exploring what they have enjoyed and shared their experience with others.	Pupils have created research sheets for an artist exploring what they have learnt from this research and created a summers in their own words of what they have found out about their life, work and career.	Pupils have planned and presented their skills share about the Arts Award Qualification. They have also evaluated their presentation of work stating what went well and what they would change.
4	Pupils have explored and taken part in two arts activities.	Pupils have experience being an audience member and evidenced their experience.	Pupils have created research sheets for two artist exploring what they have learnt from this research.	Pupils have planned and presented their skills share about the Arts Award Qualification.
3	Pupils have participated in one activity and created an evidence sheet for this activity	Pupils have experienced being an audience members and described their experience.	Pupils have created research sheets for an artist exploring what they have learnt from this research.	Pupils have chosen how they are to share their skills and planned their skills share.
2	Pupils have explored and taken part in at least one arts activity.	Pupils have participated in being an audience member.	Pupils have chosen one artist and research them further.	Pupils have investigated different ways they can share their work and chosen one to continue further.
1	Pupils have explored how they can participate in an Arts Activity	Pupils have explored different times that they can be an audience member.	Pupils have explored what an artist is.	Pupils have explore all of their work from the Arts Award.

There are two options for the Arts Award Pathway; option one is a one year programme, this is for students that have started to attend Lever Park in Year 11 or for Engage pupils who have built on their timetable over time and access one art lesson a week. The two year programme is for the Nurture Pathway, this is over two years as it enables students the time to fully investigate their art journey.

Arts Award 1 Year Programme

ARTS AWARD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bronze Award	<p>Pupils will research an arts inspiration and present their findings. They will:</p> <ul style="list-style-type: none"> • Choose an arts inspiration that has personally inspired them • Research this artist or art form • Present their findings • Gather evidence of their participation 	<p>Pupils will research an arts inspiration and present their findings. They will:</p> <ul style="list-style-type: none"> • Choose an arts inspiration that has personally inspired them • Research this artist or art form • Present their findings 	<p>Pupils will explore the Arts as a participant. They will:</p> <ul style="list-style-type: none"> • Participate in an arts activity • Reflect on their progress throughout • Gather evidence of their participation 	<p>Pupils will explore the Arts as an audience member. They will:</p> <ul style="list-style-type: none"> • Explore an arts event as an audience member • Produce a review of the event 	<p>Pupils will pass on their arts skills to others. They will:</p> <ul style="list-style-type: none"> • Plan and deliver a session which passes on arts skills to others • Evaluate their planning and delivery of the arts skills 	

Arts Award 2 Year Programme (For Pupils on the Nurture Pathway)

ARTS AWARD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bronze Award Year1	Pupils will research an arts inspiration and present their findings. They will: <ul style="list-style-type: none"> • Choose an arts inspiration that has personally inspired them • Research this artist or art form • Present their findings 		Pupils will explore the Arts as a participant. They will: <ul style="list-style-type: none"> • Participate in an arts activity • Reflect on their progress throughout 		Pupils Will complete all areas of Part A and Part C of the Arts Award considering: <ul style="list-style-type: none"> • What they have learnt • What they have enjoyed • How they can develop their knowledge further. 	
Year 2	Pupils will explore the Arts as an audience member. They will: <ul style="list-style-type: none"> • Explore an arts event as an audience member • Produce a review of the event 		Pupils will complete all areas of Part A, Part B and Part C of the Arts Award considering: <ul style="list-style-type: none"> • What they have learned • What they have enjoyed • How they can develop their knowledge further. 		Pupils will pass on their arts skills to others. They will: <ul style="list-style-type: none"> • Plan and deliver a session which passes on arts skills to others • Evaluate their planning and delivery of the arts skills 	

Assessment and Progress in Art and Design

The Trust has established its own grade descriptors for Art and Design in all of its secondary provisions for Key stage 3 and 4. In key stage 3 we use the BIT levels which are aligned with GCSE grades. We continue to use these in Key Stage 4 for pupils completing a GCSE qualification. For pupils completing the Arts Award we report on the progress of their portfolio of evidence for each unit and ask teachers to judge whether their progress is 'Expected, Above Expected or Below Expected' each term.

Attainment is reported in these levels each term and teachers are expected to make a 'best fit' decision on which level each pupil is at using a mixture of formative and summative assessments throughout each term. These levels are moderated by the Art subject leads, SLT and the Trust's Central Team.

Progress in Key Stage 3 Art and for pupils in Key Stage 4 doing GCSE Art and Design is measured using our flight path where a baseline grade is attributed to a pupil over their first half term with us, and using our flight path we can predict what grade that pupil should achieve each term thereafter. Progress is judged as either 'Expected, Above Expected or Below Expected'. For pupils working below their expected progress level additional support is put in place.

For pupils completing the Arts Award we expect pupils to progress through the units at the pace that is set out in the curriculum overview and to continually build their portfolio of evidence for each unit. We ask teachers to judge whether their progress is 'Expected, Above Expected or Below Expected' each term by judging if they are on track to complete all of the work that is expected, to a standard that is good enough to achieve a pass.

BIT Level Descriptors for Art and Design GCSE Pathway

BIT Level	Investigate AO1: Develop ideas through investigations, demonstrating critical understanding of sources	Explore AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Observe AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Respond AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
9	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.

7/8	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
6/7	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
4/5	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
2/3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
1/2	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
Pre- GCSE 4/5	I can investigate visual and tactile qualities in materials and other artists work and use this to develop my own practical skills	I can explore ideas in different ways, collecting information and resources in order to make comments and choices about my work.	After looking at the work of others I can adapt and improve areas of my work when making images.	I can describe the work of others commenting on the ideas and thinking about similarities between own and others work.

Pre-GCSE 2/3	I can investigate the work of other artists and use different materials to share work.	I can explore more than one idea to create work.	I can talk about how others work is different and suggest ways of improving my own work.	I can share my ideas and meaning and design to make pictures and objects.
Pre-GCSE 1	I can investigate The Work of other artists	I can use ideas to create work.	I can talk about what I think and feel about others work.	I can use different materials and processes to share my ideas and designs and make pictures.