

Yearly Overview - Art

	Autumn 1	<i>Why are you delivering this topic at this time of year?</i>	Autumn 2	<i>Why are you delivering this topic at this time of year?</i>	Spring 1	<i>Why are you delivering this topic at this time of year?</i>	Spring 2	<i>Why are you delivering this topic at this time of year?</i>	Summer 1	<i>Why are you delivering this topic at this time of year?</i>	Summer 2	<i>Why are you delivering this topic at this time of year?</i>
Yr 7	Predators	It engages pupils immediately and provides rich opportunities to develop key artistic skills. This topic is directly in line with other subjects through the use of Cornerstones. Visual instructions and modelling; chunked tasks; differentiated reference images/templates ; key vocabulary support; regular check-ins and praise; choice of predator image; use of timers, checklists, and sensory/regulation	Potions	It is an imaginative and engaging theme that allows pupils to develop a wide range of artistic skills while encouraging creativity and experimentation. This topic is directly in line with other subjects through the use of Cornerstones. Visual examples and clear step-by-step instructions; chunked creative tasks;	Scream Machine	It is an imaginative and engaging theme that allows pupils to develop a wide range of artistic skills while encouraging creativity and experimentation. This topic is directly in line with other subjects through the use of Cornerstones . Visual examples and step-by-step	Star Gazers	It provides an inspiring opportunity for pupils to explore the beauty and mystery of space while developing a range of artistic skills. As pupils move into the spring and summer terms, the theme encourages curiosity, imagination and creative exploration. This topic is directly in line with other	Time Traveller	It encourages pupils to explore art from different periods of history while developing their own creative skills. It provides a rich opportunity to combine imagination, historical understanding and artistic expression. This topic is directly in line with other subjects	Road Trip USA	It allows pupils to celebrate creativity, culture and exploration while applying the artistic skills they have developed throughout the year. It encourages pupils to investigate American landscapes, landmarks, art styles and popular culture through a range of engaging projects. This topic is

		n strategies where needed; adapted tools and adult support for fine motor difficulties. Assessment Opportunities: Baseline drawing, sketchbook work, vocabulary checks, peer/self-assessment, teacher observation of techniques and skills, and a final predator artwork demonstrating progress and application of learning. Completing this topic in Term 1 introduces core art skills through engaging observational studies of animals, developing students' confidence in		vocabulary support for key terms (e.g. ingredients, symbols, colour); choice of potion design to increase engagement; templates and drawing guides where needed; regular check-ins, praise and positive reinforcement ; use of checklists, timers and sensory/regulation strategies; adapted materials and adult support where appropriate. Assessment Opportunities: Baseline drawing, sketchbook		modelling; chunked design tasks; differentiated templates and drawing guides for vehicle designs; key vocabulary support (e.g. speed, structure, design, motion); choice and personalisation within designs to increase engagement; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted		subjects through the use of Cornerstones . Visual examples and step-by-step modelling; chunked observational drawing and design tasks; key vocabulary support (e.g. galaxy, constellation , planet, texture); differentiated templates and reference images; opportunities for choice and creativity within artwork; checklists, timers and		through the use of Cornerstones . Visual examples and step-by-step modelling; chunked research and design tasks; key vocabulary support (e.g. historical period, artefact, timeline, innovation); differentiated templates and reference images; opportunities for choice and creativity when exploring different time periods; checklists,		directly in line with other subjects through the use of Cornerstones. Visual examples and step-by-step modelling; chunked research and design tasks; key vocabulary support (e.g. landmark, culture, landscape, route); differentiated templates and reference images of USA locations; opportunities for choice and personalisation within travel-themed artwork; checklists, timers and regular check-
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		drawing, texture, tone and recording skills while establishing sketchbook routines and key KS3 expectations.		development, vocabulary checks, peer/self-assessment, teacher observation of creative and technical skills, and a final potion design artwork demonstrating imagination, use of colour, and application of techniques. Completing this topic in Term 2 builds on foundational art skills through an imaginative theme, developing creativity, colour theory, experimentation and visual storytelling		materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of design and drawing skills, and a final vehicle artwork demonstrating creativity, technical skill, and application of design processes. Completing this topic in		regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of observational drawing and colour-		timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research and design skills, and a		ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research and design skills, and a final travel-themed artwork demonstrating creativity, cultural
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				while encouraging independent idea generation and personal expression.		Term 3 builds on prior drawing and creative skills through a design-focused project, developing students' understanding of form, proportion, perspective and visual communication while encouraging innovation and independent creative thinking.		blending skills, and a final space-themed artwork demonstrating creativity, technique, and application of learning. Completing this topic in Term 4 builds on prior drawing and design skills through the exploration of space and celestial imagery, developing colour theory, composition, creativity and experimental techniques while encouraging		final artwork demonstrating creativity, historical understanding, and application of artistic techniques. Completing this topic in Term 5 builds on students' developing artistic skills through the exploration of historical themes, combining research, creativity and visual storytelling to develop independence, cultural awareness and artistic understanding.		awareness, and application of artistic techniques. Completing this topic in Term 6 consolidates the artistic knowledge and skills developed throughout Year 7 through a research-led travel theme, promoting creativity, cultural awareness, visual communication and independent artistic decision-making.
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								independent artistic expression.				
Yr 8	Predators	it engages pupils immediately and provides rich opportunities to develop key artistic skills. Students will build on the skills that they have learned in Year 7, developing their skills using different media. Visual instructions and modelling; chunked tasks; differentiated reference images/templates ; key vocabulary support; regular check-ins and praise; choice of predator image; use of timers, checklists, and sensory/regulation	Potions	is an imaginative and engaging theme that allows pupils to develop a wide range of artistic skills while encouraging creativity and experimentation. Students will build on the skills that they have learned in Year 7, developing their skills using different media. Visual examples and clear step-by-step instructions; chunked creative tasks;	Scream Machine	It is an imaginative and engaging theme that allows pupils to develop a wide range of artistic skills while encouraging creativity and experimentation. Students will build on the skills that they have learned in Year 7, developing their skills using different media. Visual examples and step-by-	Star Gazers	provides an inspiring opportunity for pupils to explore the beauty and mystery of space while developing a range of artistic skills. As pupils move into the spring and summer terms, the theme encourages curiosity, imagination and creative exploration. Students will build on the skills that they have learned in Year 7,	Time Traveller	It encourages pupils to explore art from different periods of history while developing their own creative skills. It provides a rich opportunity to combine imagination, historical understanding and artistic expression. Students will build on the skills that they have learned in Year 7, developing	Road Trip USA	It allows pupils to celebrate creativity, culture and exploration while applying the artistic skills they have developed throughout the year. It encourages pupils to investigate American landscapes, landmarks, art styles and popular culture through a range of engaging projects. Students will build on the skills that they

		n strategies where needed; adapted tools and adult support for fine motor difficulties. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of observational drawing and mark-making skills, and a final predator-themed artwork demonstrating creativity, use of texture and tone, and application of artistic techniques. Completing the Predators topic in Term 1 enables students to revisit a familiar theme		vocabulary support for key terms (e.g. ingredients, symbols, colour); choice of potion design to increase engagement; templates and drawing guides where needed; regular check-ins, praise and positive reinforcement ; use of checklists, timers and sensory/regulation strategies; adapted materials and adult support where appropriate. Assessment Opportunities: Baseline drawing, sketchbook		step modelling; chunked design tasks; differentiated templates and drawing guides for vehicle designs; key vocabulary support (e.g. speed, structure, design, motion); choice and personalisation within designs to increase engagement; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed;		developing their skills using different media. Visual examples and step-by-step modelling; chunked observational drawing and design tasks; key vocabulary support (e.g. galaxy, constellation, planet, texture); differentiated templates and reference images; opportunities for choice and creativity within artwork; checklists,		their skills using different media. Visual examples and step-by-step modelling; chunked research and design tasks; key vocabulary support (e.g. historical period, artefact, timeline, innovation); differentiated templates and reference images; opportunities for choice and creativity when exploring different time periods;		have learned in Year 7, developing their skills using different media. Visual examples and step-by-step modelling; chunked research and design tasks; key vocabulary support (e.g. landmark, culture, landscape, route); differentiated templates and reference images of USA locations; opportunities for choice and personalisation within travel-themed artwork; checklists, timers and regular check-ins; positive
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		to consolidate and extend observational drawing skills, developing greater accuracy, independence and technical proficiency while establishing higher expectations for artistic practice in Year 8.		development, vocabulary checks, peer/self-assessment, teacher observation of creative and experimental skills, and a final potion-themed artwork demonstrating imagination, effective use of colour, and application of artistic techniques. Completing the topic Potions in Term 2 revisits a familiar theme to extend creativity, experimentation and visual storytelling skills, developing		adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of design, drawing and problem-solving skills, and a final vehicle design artwork demonstrating creativity, innovation, and application		timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of observational drawing		checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research, drawing and		reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research, drawing and design skills, and a final artwork demonstrating creativity, historical understanding
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				greater independence, refinement and understanding of artistic processes in preparation for more advanced KS3 projects.		of artistic techniques. Completing this topic in Term 3 revisits a familiar design theme to develop advanced drawing, design and problem-solving skills, encouraging greater independence, creativity and refinement while strengthening visual communication and design thinking.		and colour application skills, and a final space-themed artwork demonstrating creativity, exploration of celestial imagery, and application of artistic techniques. Completing this topic in Term 4 revisits a familiar theme to extend students' understanding of colour, composition and experimental media, developing greater independence, creativity and technical		design skills, and a final travel-themed artwork demonstrating creativity, cultural understanding, and application of artistic techniques. Completing this topic in Term 5 revisits a familiar theme to deepen research, analytical and creative skills, developing students' ability to produce informed, independent artistic responses inspired by		, and application of artistic techniques. Completing this topic in Term 6 revisits a familiar theme to develop advanced research, drawing and visual communication skills, encouraging independence, cultural awareness and creative refinement in preparation for Year 9 study.
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								proficiency in preparation for more advanced KS3 projects.		historical and cultural sources.		
Yr 9	Natural Forms	To provide a strong foundation for observational drawing, creative exploration, and the development of technical skills that students will need as they progress towards GCSE-style work. Visual examples and step-by-step modelling; chunked observational drawing and recording tasks; key vocabulary support (e.g. natural form, texture, pattern, structure); differentiated reference images and templates;	Natural Forms	A progression and development of skills from Term 1. Visual examples and step-by-step modelling; chunked observational drawing and recording tasks; key vocabulary support (e.g. natural form, texture, pattern, structure); differentiated reference images and templates; opportunities for choice when selecting	Identity and Portraiture	To build on the observational and technical skills developed earlier in the year while encouraging students to explore personal ideas, self-expression, and contemporary themes. Visual examples and step-by-step modelling; chunked research, observationa	Identity and Portraiture	A progression and development of skills from Term 3. Visual examples and step-by-step modelling; chunked research, observational drawing and portrait-building tasks; key vocabulary support (e.g. identity, portraiture, symbolism, self-expression); differentiate	Street Art and Visual Communication	To encourage students to explore how art can communicate messages, influence audiences, and respond to social issues. By Term 5, students have developed key technical and creative skills and are ready to apply them in a more independent and concept-driven project.	Street Art and Visual Communication	A progression and development of skills from Term 5. Visual examples and step-by-step modelling; chunked research, design and practical tasks; key vocabulary support (e.g. street art, graffiti, mural, message, audience); differentiated templates and reference images; opportunities for choice and personal

		opportunities for choice when selecting natural objects to study; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of recording, analysis and		natural objects to study; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of recording, analysis and		l drawing and portrait-building tasks; key vocabulary support (e.g. identity, portraiture, symbolism, self-expression); differentiated templates, reference images and scaffolds; opportunities for personal choice and reflection while respecting individual comfort levels; checklists, timers and regular check-ins; positive reinforcement and		d templates, reference images and scaffolds; opportunities for personal choice and reflection while respecting individual comfort levels; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance.		Visual examples and step-by-step modelling; chunked research, design and practical tasks; key vocabulary support (e.g. street art, graffiti, mural, message, audience); differentiated templates and reference images; opportunities for choice and personal expression through visual communication; checklists, timers and regular		expression through visual communication; checklists, timers and regular check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research,
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		experimentation skills, and a final natural forms artwork demonstrating observational accuracy, use of texture and tone, and application of artistic techniques. Completing this topic in Term 1 introduces Year 9 with a focused observational study project, developing advanced drawing, recording and experimental skills while promoting independence, refinement and preparation for GCSE-style artistic practice.		experimentation skills, and a final natural forms artwork demonstrating observational accuracy, use of texture and tone, and application of artistic techniques. Continuing this topic in Term 2 helps the development of observational and experimental skills through sustained study of natural forms, enabling students to refine techniques, explore artists' influences and produce increasingly		sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of portrait drawing, research and analytical skills, and a final identity-based portrait		Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of portrait drawing, research and analytical skills, and a final identity-based portrait demonstrating personal expression, technical skill and application of artistic techniques. Continuing this topic in Term 4 enhances		check-ins; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research, design and visual communication		design and visual communication skills, and a final street art outcome demonstrating creativity, message development and application of artistic techniques. Continuing this topic in Term 6 enhances the exploration of street art and visual communication through sustained project development, enabling students to refine techniques, communicate personal ideas and
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				independent and sophisticated outcomes.		demonstrating personal expression, technical skill and application of artistic techniques. Completing this topic in Term 3 develops advanced observational and creative skills through portraiture, encouraging students to explore identity, self-expression and artist influences while producing increasingly personal and independent artistic outcomes.		the exploration of identity and portraiture through sustained investigation, experimentation and refinement, developing students' technical skills, personal expression and independence in preparation for GCSE-style study.		on skills, and a final street art outcome demonstrating creativity, message development and application of artistic techniques. Completing this topic in Term 5 develops students' understanding of visual communication through street art and contemporary practice, encouraging creativity, personal expression and critical thinking while strengthening research,		demonstrate increasing independence in preparation for Key Stage 4 art study.
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										design and GCSE-style project skills.		
Yr 10	Creating an Art Image	It introduces students to the GCSE Art and Design course by developing essential creative, technical, and analytical skills. The project encourages students to explore how artists create meaning through images while establishing the working practices required for success at Key Stage 4. Visual examples and step-by-step modelling; chunked research, planning and image-development	Creating a Mood Board	It develops research, idea generation, and visual communication skills that are fundamental to GCSE Art and Design. Following an introductory project in Term 1, students are ready to explore how artists and designers collect, organise, and develop ideas for creative outcomes. Visual examples and step-by-step modelling;	Researching a topic	To help students, develop the investigative, analytical, and independent learning skills needed to produce informed and meaningful artwork. By Term 3, students have begun to understand the creative process and are ready to deepen their understanding of how artists develop ideas from a	Media Testing	It allows students to experiment with a range of materials, techniques, and processes before developing final outcomes. By Term 4, students have researched a theme and generated ideas, making it the ideal point to explore how different media can be used to communicate creative intentions.	Creating Prints	It builds on the research, experimentation, and media-testing skills developed throughout the year. Printmaking introduces students to new creative processes while encouraging technical precision, problem-solving, and the development of personal ideas in preparation for GCSE coursework. Visual	Being Organised	It prepares them for the increasing demands of GCSE coursework and the transition into Year 11. By Term 6, students have developed a range of practical skills and creative experiences and now need to strengthen their ability to manage projects independently and maintain a high-quality portfolio. Visual examples and step-by-step

		tasks linked to the BTEC creative process; key vocabulary support (e.g. primary research, annotation, experimentation, refinement); differentiated templates and writing scaffolds; opportunities for choice and personalisation of themes and media; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities:		chunked research and mood board creation tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. mood board, theme, inspiration, colour palette, visual research); differentiated templates and source material; opportunities for choice and personalisation of themes and images; checklists, timers and regular progress reviews; positive reinforcement and		range of sources. Visual examples and step-by-step modelling; chunked research tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. research, primary source, secondary source, artist, inspiration); differentiated research templates and writing scaffolds; opportunities for choice in topic exploration		Visual examples and step-by-step modelling; chunked media testing tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. media, technique, experimentation, evaluation, refinement); differentiated testing sheets and evaluation templates; opportunities for choice across a range of materials and techniques;		examples and step-by-step modelling; chunked printmaking tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. printmaking, relief print, mono print, pattern, repetition, refinement); differentiated templates and design guides; opportunities for choice of imagery, materials and techniques; checklists, timers and regular		modelling; chunked organisational tasks linked to Pearson BTEC coursework requirements; clear routines for storing, presenting and tracking work; key vocabulary support (e.g. portfolio, deadline, evidence, annotation, target); checklists, planners and progress trackers to support independence; regular check-ins and reminders of deadlines; positive reinforcement and sensory/regulation strategies
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		Baseline observational drawing, sketchbook development, vocabulary checks, peer/self-assessment, teacher observation of research, image creation and refinement skills, and a final art image demonstrating creative development, technical competence and application of the Pearson BTEC creative process. Completing this topic in Term 1 introduces students to the Pearson BTEC creative process through the creation of an art image, developing		sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline research skills audit, mood board development, vocabulary checks, peer/self-assessment, teacher observation of visual research and organisation skills, and a completed mood board demonstrating effective source selection,		and presentation of findings; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted resources and adult support for students requiring additional assistance. Assessment Opportunities: Baseline research skills audit, research portfolio/sketchbook development, vocabulary		checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline media skills assessment, experimentation records, vocabulary checks, peer/self-assessment, teacher observation		progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted tools, materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline printmaking skills assessment, design and development work, vocabulary checks, peer/self-assessment, teacher observation		as needed; adapted organisational resources and adult support for students requiring additional assistance. Assessment Opportunities: Organisation skills audit, portfolio and sketchbook presentation checks, peer/self-assessment, teacher observation of time management and organisational skills, and a completed, well-organised portfolio demonstrating effective planning, evidence
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		research, planning, technical and evaluative skills while establishing the foundations for successful Key Stage 4 coursework.		theme development and application of the Pearson BTEC creative process. Completing this topic in Term 2 develops visual research and planning skills through the creation of a mood board, enabling students to organise ideas, identify creative influences and establish a strong foundation for the Pearson BTEC creative process.		checks, peer/self-assessment, teacher observation of research, analysis and annotation skills, and a completed research project demonstrating effective source gathering, investigation and application of the Pearson BTEC creative process. Completing this topic in Term 3 develops students' research, analysis and annotation skills through		of practical and evaluative skills, and a completed media testing portfolio demonstrating exploration, comparison and refinement of materials and techniques in line with the Pearson BTEC creative process. Completing this topic in Term 4 develops students' practical and evaluative skills through experimentation with a range of		of practical printmaking and evaluation skills, and a final print outcome demonstrating experimentation, refinement and application of the Pearson BTEC creative process. Completing this topic in Term 5 develops students' practical, technical and evaluative skills through printmaking, enabling them to apply experientia		tracking and application of Pearson BTEC requirements. Completing this topic in Term 6 develops students' organisational, planning and reflective skills through the review and presentation of portfolio evidence, ensuring they are prepared for the demands of Year 11 and the Pearson BTEC assessment process.
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						the investigation of relevant artists, designers and themes, strengthening their understanding of the Pearson BTEC creative process and informing subsequent practical work.		media and techniques, enabling informed creative decisions and supporting the Pearson BTEC creative process through testing, analysis and refinement.		tion and refinement processes to produce successful outcomes within the Pearson BTEC creative process.		
Yr 11	Creating a 3D Art Object	For student to: Explore form, structure, scale, and space. Use a range of materials and techniques. Improve problem-solving and construction skills. Develop craftsmanship and attention to	Creating an Artefact using Clay	It develops students' technical, creative, and evaluative skills at a crucial stage of their GCSE Art course. Visual examples and step-by-step modelling;	Designing a product	Students can apply the creative, technical, and evaluative skills they have developed throughout the GCSE course to a purposeful	Working with Others	To develop the interpersonal, creative, and professional skills needed for further study, employment, and participation in the	Developing a Personal Progression Plan	To help students reflect on their achievements, identify future goals, and prepare for the next stage of their education, training, or career within		

		detail. Visual examples and step-by-step modelling; chunked design, construction and evaluation tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. 3D form, structure, construction, prototype, refinement); differentiated templates and planning sheets; opportunities for choice of materials, techniques and subject matter; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted		chunked clay construction and finishing tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. clay, artefact, form, texture, score and slip, refinement); differentiated templates and planning sheets; opportunities for choice of cultural, historical or personal themes; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies		and realistic design challenge. Visual examples and step-by-step modelling; chunked product design, development and evaluation tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. product design, prototype, target audience, function, refinement); differentiated planning templates and design		creative industries. Visual examples and step-by-step modelling; chunked collaborative tasks linked to the Pearson BTEC creative process; key vocabulary support (e.g. teamwork, communication, roles, feedback, collaboration); clear allocation of responsibilities and structured group roles; opportunities for supported peer interaction		the creative industries. Visual examples and step-by-step modelling; chunked personal planning and target-setting tasks linked to Pearson BTEC progression requirements; key vocabulary support (e.g. progression, goal, pathway, skills, action plan); differentiated planning templates and writing scaffolds; opportunities for personal		
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		tools, materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline 3D skills assessment, design and planning work, vocabulary checks, peer/self-assessment, teacher observation of construction and problem-solving skills, and a final 3D art object demonstrating experimentation, refinement and application of the Pearson BTEC creative process. Completing this topic in Term 1 develops students' 3D design and construction skills		as needed; adapted tools, materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline clay skills assessment, design and planning work, vocabulary checks, peer/self-assessment, teacher observation of clay construction and finishing techniques, and a final clay artefact demonstrating experimentation, refinement and application of the Pearson		sheets; opportunities for choice and personalisation of product ideas; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted tools, materials and adult support for students requiring additional assistance. Assessment Opportunities: Baseline product		and shared decision-making; checklists, timers and regular progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted resources and adult support for students requiring additional assistance. Assessment Opportunities: Teamwork skills audit, collaborative planning and development work, peer/self-assessment,		reflection and choice when exploring future education or career pathways; checklists, timelines and regular one-to-one progress reviews; positive reinforcement and sensory/regulation strategies as needed; adapted resources and adult support for students requiring additional assistance. Assessment Opportunities: Personal skills audit,		
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		through the creation of a three-dimensional art object, enabling them to apply the Pearson BTEC creative process while strengthening independence, problem-solving and technical proficiency.		BTEC creative process. Completing this topic in Term 2 develops students' ceramic and 3D making skills through the creation of a clay artefact, enabling them to apply the Pearson BTEC creative process while refining technical proficiency, creativity and evaluative practice.		design skills assessment, design and development work, vocabulary checks, peer/self-assessment, teacher observation of planning, problem-solving and evaluation skills, and a final product design outcome demonstrating creativity, refinement and application of the Pearson BTEC creative process. Completing this topic in Term 3 develops		teacher observation of communication, cooperation and contribution within group activities, and a collaborative outcome demonstrating effective teamwork, shared responsibility and application of the Pearson BTEC creative process. Completing this topic in Term 4 develops students' communication, teamwork		progression plan development, peer/self-assessment, teacher observation of target-setting, reflection and career planning skills, and a completed personal progression plan demonstrating informed goal setting, action planning and application of Pearson BTEC progression requirements. Completing this topic in Term 5 concludes the Pearson		
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						students' design thinking, problem-solving and creative decision-making skills through the development of a product, enabling them to apply the Pearson BTEC creative process while producing purposeful and refined outcomes.		and project management skills through collaborative creative projects, enabling them to demonstrate professional working practices and apply the Pearson BTEC creative process in a group context.		BTEC course by developing students' reflection, target-setting and career planning skills, enabling them to identify future pathways and prepare for successful progression into further education, training or employment.		
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