



Curriculum Map cover sheet

Subject: Art	Year Group: 7/8/9	Key Stage: KS3
Links to prior learning The Art curriculum at KS3 is carefully designed to build on students' prior knowledge and experiences, ensuring a strong sense of continuity and progression throughout their learning journey. At the start of Year 7, students are introduced (or reintroduced) to the formal elements of art—line, tone, colour, texture, shape, form, and space. This serves as an effective way to link new content to learning from primary school, while also allowing teachers to assess students' current understanding and address any gaps or misconceptions early on. This foundational knowledge is continuously built upon as students move through the key stage. In Year 8, students revisit the formal elements but apply them in more complex contexts, such as analysing art movements, developing their own ideas, and refining techniques. This progression continues into Year 9, where students deepen their understanding by exploring more conceptual themes and more sophisticated artistic processes. The formal elements remain a consistent thread throughout the curriculum and are used as the foundation for describing, analysing, and evaluating artwork. This continuity ensures that students are well-prepared for the expectations at GCSE and A Level, where the ability to critically analyse and evaluate both their own and	Retrieval Practice ▣ Teaching Methods: Retrieval Practi... At KS3, we use a range of retrieval strategies to help students consolidate and apply previously learned content, ensuring knowledge is embedded over time. One of our most consistently used tools is the <i>question ladder</i>. This strategy supports differentiated questioning and serves as a regular retrieval activity at the start of every lesson. It challenges students to think at varying depths—from simple recall to more analytical and evaluative responses—promoting both confidence and critical thinking. In addition to question ladders, we use a variety of other effective techniques to aid memory and understanding. These include: Take Five – A quick-start activity that prompts students to recall five key facts, terms, or ideas related to the topic. Challenge Grids – These provide tiered questions of increasing complexity, encouraging students to retrieve and apply knowledge at different levels. Think, Pair, Share – A collaborative approach where students reflect individually, discuss with a partner, and then share with the class, reinforcing verbal articulation and retention of key information. Venn Diagrams – Used for comparing and contrasting artists, movements, or techniques, helping students	Adaptive teaching strategies In KS3 Art, adaptive teaching strategies ensure all students, including those with SEND and high prior attainment, can access and succeed in learning. These include the use of differentiated support sheets, visual resources in every lesson, step-by-step instructions on the board, and regular teacher demonstrations to scaffold learning. High-quality examples and higher-order questioning support critical thinking and raise expectations, while extension tasks challenge more able students to develop creativity and independence. Flexible groupings and personalised feedback further support individual progress, promoting inclusion and high expectations for all learners.

others' work using the formal elements is essential. Through this structured, sequential approach, students are supported in developing both their technical and analytical skills, reinforcing knowledge over time and enabling meaningful progress.	make meaningful connections between topics. These techniques are embedded in regular classroom practice to ensure retrieval is not a one-off activity, but a continuous process that strengthens long-term learning. They also prepare students to apply their knowledge more effectively in written tasks, personal investigations, and exam responses.	
Literacy At Key Stage 3, students develop key literacy skills alongside their artistic abilities. In their first term, students are introduced to the formal elements of art (such as line, tone, colour, texture, shape, and form) through in-depth teaching and practical exploration. This foundational vocabulary forms the basis of analytical discussion and written work throughout the key stages. As students progress, they build on this knowledge by studying a range of art movements and significant artists. To support the development of reading comprehension and critical thinking, we use a <i>Question Quadrant</i> in Years 7, 8, and 9. This is a familiar framework for all students and is designed to break down complex information, helping them to analyse and interpret the work of artists more effectively. It encourages them to ask thoughtful questions, engage in discussion, and deepen their understanding through structured inquiry. Students are regularly given research tasks as homework. These tasks often involve reading articles about relevant artists, movements, or cultural contexts and then summarising or taking notes on key points. This not only improves their reading and note-taking skills but also helps them to extract and order information. Writing is embedded in classroom tasks	Oracy In KS3 Art lessons, oracy is developed through a range of strategies designed to enhance students' spoken language skills and confidence. Cold calling, questioning tasks, and class discussions encourage all students to articulate their ideas, explain their creative choices, and engage in critical thinking. Regular opportunities for peer discussion and sharing opinions on artwork build vocabulary and confidence in speaking. I also have frequent one-to-one or small group conversations with students during lessons, allowing for informal dialogue that supports verbal expression and reflective thinking in a supportive environment.	Numeracy In KS3 Art, numeracy skills are developed through practical applications such as symmetry, ratio, and perspective drawing. For example, Year 8 students use scale and enlargement techniques when creating two-point perspective drawings, applying mathematical concepts to accurately represent space and proportion. The grid method is employed to help students scale drawings precisely, enhancing their understanding of measurement and proportion. Additionally, exploring tessellation and Cubism encourages students to draw objects from multiple perspectives, reinforcing spatial awareness and geometric thinking within an artistic context.

too, such as producing artist analysis, personal responses, and evaluations of their own work, all of which support the development of written literacy. Through these activities, students enhance both their visual and verbal literacy, learning to articulate ideas, make connections, and express informed opinions about art.		
Careers across the Curriculum At KS3, Art integrates career education by exposing students to a wide range of creative industries and potential career pathways. Through exploring different art styles, techniques, and media, students gain insights into professions such as graphic design, illustration, fashion, animation, architecture, and fine art. Lessons often include discussions about how artists and designers work in various fields, the skills required, and the relevance of creativity and problem-solving in the workplace. Projects sometimes incorporate real-world contexts, encouraging students to think about how art skills apply to careers in advertising, digital media, and product design. This early exposure helps students make informed choices about future studies and creative career options. We actively encourage students to study Art at GCSE and beyond, highlighting the value of creativity and critical thinking in a wide range of fields. In lessons, we hold class discussions not only about artistic techniques and themes but also about potential career pathways in creative industries. This includes exploring roles in fine art, design, architecture, illustration, animation,	Wider Curriculum opportunities At KS3, extracurricular and enrichment activities in Art provide students with opportunities to extend their creativity beyond the classroom. Students engage in collaborative projects, such as creating large-scale displays and artwork for the school, including a recent joint effort with Year 9 to make a wire sculpture of a shark for Earth Day. They also contribute to designing and installing themed corridor displays that showcase their work to the whole school community. Additionally, after-school ceramics lessons offer KS3 students a chance to explore three-dimensional art techniques, further enriching their artistic experience and skills. Art has strong cross-curricular links with several subjects. For example, environmental themes explored in Art tie in with both Science and Geography, particularly when studying natural forms, ecosystems, and sustainability. Art history also opens up opportunities for discussion around historical periods and cultural developments, linking closely with History. Additionally, our architecture project complements Design and Technology (DT), especially through the use of perspective drawing and three-dimensional	Super Curriculum  Super Curriculum - Art Students have numerous opportunities to extend their learning beyond the standard KS3 Art curriculum through a variety of enriching resources and experiences. They can engage with podcasts like <i>National Gallery Podcast</i>, <i>Art History For All</i>, and <i>The Week in Art</i> to deepen their understanding of art history and contemporary issues. Inspirational talks such as <i>Embrace the Shake</i> by Phil Hansen and TED Talks on creativity help develop a broader appreciation for artistic careers. Access to online platforms and blogs like <i>This is Colossal</i> and <i>Student Art Guide</i> provide ongoing artistic inspiration and practical tips. Students are also encouraged to explore renowned museums and galleries such as the Tate, Saatchi Gallery, Royal Academy of Arts, V&A Museum, and the Design Museum, many of which offer free exhibitions and resources. Additionally, watching shows like <i>Portrait Artist of the Year</i> or reading art books such as <i>The Boy</i>, <i>The Mole</i>, <i>The Fox and The Horse</i> helps students connect with art in varied and meaningful ways. These opportunities foster curiosity, critical thinking, and a lifelong engagement with art beyond the classroom.

fashion, and more, helping students to see how their passion for art can translate into future opportunities.	design. We run a regular Art Club that supports students with their homework and encourages them to develop new skills in a relaxed, creative environment. Recently, the club has focused on collaborative projects, allowing students to work together on large-scale artworks. Students are also encouraged to participate in local and national competitions, such as the Royal Academy's Young Artists' Summer Show, which provides a prestigious platform for young artists to showcase their work.	
Assessment and feedback Feedback in KS3 Art is provided regularly and through multiple methods to support student progress. Verbal feedback is given every lesson, with most students receiving guidance and encouragement while working on practical tasks. Formative assessment sheets are issued once every half term, giving students the opportunity to reflect on and act upon detailed feedback during lesson time. Additionally, peer and self-assessment sheets are used to promote critical reflection, and these are commented on in students' sketchbooks. Homework completion is monitored with a simple tick check system, ensuring consistent communication and support for independent learning.		



Curriculum Map cover sheet

Subject: Art & Design	Year Group: 10/11	Key Stage: KS4
Links to prior learning In KS4 Art GCSE, the curriculum is carefully designed to build on students' prior knowledge and experiences from KS3, ensuring continuity and progression in learning. Students who have opted for Art GCSE will draw on a strong foundation of practical skills and techniques developed from Year 7 to Year 9, including drawing, painting, mixed media, and three-dimensional work. They will also be familiar with analysing artists and creating artist research pages, allowing them to confidently expand on these tasks with greater depth and independence. This progression supports students in refining their technical abilities, developing personal responses, and understanding the creative process in a more sophisticated and purposeful way. In Year 10 and Year 11, students build on their KS3 foundation by working on two key GCSE Art projects: <i>Textures</i> and <i>Identity</i>. The <i>Textures</i> project focuses on close-up observational studies and develops into a ceramic outcome, allowing students to apply and refine their drawing and 3D	Retrieval Practice To help students recall and apply previously learned material in KS4 Art, a range of techniques are used to reinforce memory and deepen understanding. Students are shown sketchbooks from previous GCSE cohorts and asked targeted questions, helping them to revisit key concepts such as assessment objectives and marking criteria. Retrieval tasks are embedded where needed, particularly during annotation, artist analysis, and evaluations, ensuring students retain both subject-specific vocabulary and critical thinking skills. Practical retrieval is also a regular feature—for example, when working with clay, students are asked to recall techniques and processes previously taught, helping to reinforce learning and address any misconceptions in real time.	Adaptive teaching strategies In GCSE Art, adaptive teaching strategies continue to ensure that all students, including those with SEND, high prior attainment, and EAL needs, can access the curriculum and succeed. As in KS3, this includes the use of differentiated support sheets, visual resources in every lesson, clear step-by-step instructions, and teacher demonstrations to scaffold learning. High-quality examples and higher-order questioning promote critical thinking, while extension tasks challenge more able students to explore ideas and materials with greater independence. Additionally, for students who speak little or no English, we are working closely with the EAL coordinator to develop tailored vocabulary sheets and visual resources to support their understanding and engagement at GCSE Level. Flexible groupings and personalised feedback continue to support individual progress, ensuring an inclusive environment with high expectations for all learners.

skills. The <i>Identity</i> project encourages personal expression, with students choosing materials and techniques to explore themes such as childhood, culture, and personal belongings. The practical skills taught at KS3—such as working with different mediums, analysing artists, and experimenting with techniques—provide a strong base for students to confidently explore and develop more complex, personalised work at KS4.		
Literacy At Key Stage 4, students continue to develop and refine their literacy skills alongside their practical work, with a stronger emphasis on higher-level annotation, analysis, and evaluation. Building on the vocabulary and analytical foundations established at KS3, students are expected to produce more in-depth written work that clearly links to the GCSE assessment objectives. They regularly annotate their sketchbooks, explaining their artistic intentions, evaluating materials and techniques, and reflecting on how artists have influenced their own work. Written evaluations play a key role, requiring students to critically assess their progress and justify creative decisions. Research tasks remain an important component, often involving reading about artists, art movements, or cultural themes, and then summarising key information in their own words. These tasks support the development of reading comprehension and the ability to extract relevant information. Through these sustained written and verbal tasks, students deepen their ability to articulate ideas, construct well-reasoned arguments, and demonstrate an informed understanding of the visual arts.	Oracy For GCSE Art at Key Stage 4, spoken language development is embedded throughout the curriculum to support students in articulating their creative intentions and engaging in meaningful reflection. Class discussions form a key strategy, providing regular opportunities for students to express their ideas, justify their artistic choices, and respond critically to the work of others. These discussions foster a culture of open dialogue, promoting both analytical thinking and the confident use of subject-specific vocabulary. Peer assessment sessions are structured to encourage collaborative evaluation, enabling students to build confidence in articulating constructive feedback and develop a more developed understanding of artistic techniques and conceptual development. These exchanges not only strengthen verbal communication but also reinforce evaluative language and higher-order thinking skills. In addition to whole-class dialogue, we conduct frequent one-to-one or small group conversations during practical lessons. These informal yet purposeful interactions allow students to explore and refine their ideas verbally in a supportive setting. This approach also promotes reflective thinking and enables more	Numeracy Numeracy is embedded in the Art curriculum through practical activities that develop students' understanding of symmetry, ratio, scale, and proportion. Techniques such as the grid method help students accurately enlarge images, reinforcing measurement and spatial awareness. Perspective drawing introduces concepts like vanishing points and angles, supporting the application of geometry. In 3D work, students apply knowledge of proportion, volume, and dimension when planning and constructing pieces. These tasks enhance technical drawing skills and allow students to apply mathematical thinking in a creative context.

	personalised feedback and questioning. Given the structure of three lessons per week, students benefit from consistent practice, which accelerates the development of their spoken language skills. This is further supported by independent learning tasks set for homework, which often include reflective writing or research that feeds into verbal presentations and discussions. Over time, this integrated approach ensures that students not only develop their artistic skills but also become confident, articulate communicators capable of discussing their work with clarity and depth.	
Careers across the Curriculum Career education is integrated into the Art curriculum to help students understand the wide range of creative pathways available. We regularly invite visiting professionals, including an architect, illustrator/animator, and printmaker, to share insights into their careers and creative processes. Within lessons, careers are embedded through discussion of artists and designers, highlighting their roles and industries. Our careers board, updated annually, showcases creative pathways and opportunities. Trips to art galleries and exhibitions further enrich students' understanding of the art world, and our teaching team includes practising artists and a ceramist, offering real-world perspectives and inspiration.	Wider Curriculum opportunities GCSE Art students benefit from a range of extracurricular and enrichment activities that support and extend their learning. We offer regular intervention sessions for both Year 10 and Year 11, providing targeted support outside of lessons to help students refine their practical work and develop their coursework. Students also take part in educational trips, such as visits to the Tate Modern and the National Portrait Gallery, which help them form personal opinions and deeper understanding of artistic styles and movements. Enrichment is further enhanced through workshops and talks by visiting artists, including professionals such as architects, animators, and printmakers, offering students valuable insights into creative careers and real-world artistic practice.	Super Curriculum KS5 Art students are encouraged to extend their learning through a variety of enrichment opportunities beyond the classroom. Engaging with podcasts such as <i>Talk Art</i>, <i>The Week in Art</i>, and <i>Grayson's Art Club</i> deepens their understanding of contemporary and historical art. Resources like the <i>Student Art Guide</i>, <i>This is Colossal</i>, and <i>Art TED Talks</i> support independent research and creative development. Students are also encouraged to read key texts such as <i>The Story of Art</i> and <i>Playing to the Gallery</i>, and to visit major galleries and museums—including the Tate, V&A, Royal Academy, and Serpentine Gallery—to gain first-hand experience and inspiration from the wider art world.

Assessment and feedback

Students receive detailed feedback fortnightly, ensuring regular guidance and reflection on progress. A range of assessment strategies are used to monitor understanding and skill development, including retrieval quizzes (often using mini whiteboards), questioning techniques, peer and self-assessment, and end-of-project assessments. At key points in the year, students complete mock exams, practical assessments, and submit coursework for more formal evaluation.

Feedback is delivered through a combination of methods to suit different learning needs. This includes written marking and commentary, whole class feedback to address common strengths and areas for improvement, and verbal feedback during lessons to provide immediate support and challenge. Students respond to feedback using green pen, encouraging active reflection and ownership of their progress. This consistent and varied approach ensures students understand how to improve both technically and conceptually in their work.



Curriculum Map cover sheet

Subject: Art & Design	Year Group:12/13	Key Stage: KS5
Links to prior learning At KS5, the Art and Design A Level curriculum builds directly on the skills and knowledge developed at GCSE, encouraging students to take greater ownership of their creative journey. For example, the <i>Light & Dark</i> project offers students the freedom to explore this broad theme while developing a personal and independent response. This project challenges students to experiment with a variety of materials and techniques, deepen their conceptual thinking, and refine their technical skills. By working towards their own individual interpretations of <i>Light & Dark</i>, students strengthen their ability to sustain a cohesive body of work, preparing them for the demands of the A Level coursework and further study or careers in the creative industries.	Retrieval Practice At KS5, while retrieval tasks occur less frequently due to the personalised and coursework-driven nature of A Level Art and Design, they are still used purposefully. Retrieval is typically embedded at the start of new concepts or projects for example, through discussions, short written tasks, or practical warm-ups that connect back to GCSE learning or prior A Level techniques. These sessions help ensure students can confidently apply foundational skills while developing more complex and independent work.	Adaptive teaching strategies In A Level Art and Design, adaptive teaching continues to play a key role in ensuring all students—including those with SEND, EAL needs, and high prior attainment—can access the curriculum and achieve success. With smaller class sizes (typically up to 10 students), teaching is more personalised, allowing for a deeper understanding of each learner's strengths and needs. Support is tailored through individual feedback, flexible task setting, and one-to-one guidance, enabling students to work at their own pace while being appropriately challenged.
Literacy At KS5, literacy skills are developed through focused annotation, critical analysis, and the completion of the Related Study—a written personal investigation of 1,000–3,000 words. Students are supported in reading and interpreting texts, structuring essays, and using subject-specific vocabulary. Regular annotation in sketchbooks encourages clear explanation of ideas,	Oracy At A Level, spoken language skills are developed through a more independent and analytical approach, supporting students in articulating complex ideas and refining their creative intentions. With smaller class sizes, students engage in regular group critiques, peer feedback, and one-to-one discussions, allowing them to express personal viewpoints, justify decisions, and	Numeracy At KS5, numeracy skills are developed through more advanced and purposeful applications within students' creative work. Students use scale, proportion, and measurement regularly when planning and constructing complex pieces, both in 2D and 3D. Techniques such as foreshortening and perspective drawing reinforce understanding of angles, spatial relationships, and

critical reflection, and evaluation of artists and techniques. Research tasks further develop reading comprehension and the ability to summarise key information. These activities help students express complex ideas effectively and prepare them for higher education.	reflect on the development of their work using subject-specific vocabulary. Verbal critiques and presentations are key features of the course, encouraging students to evaluate both their own and others' work critically and constructively. These activities promote confidence, fluency, and higher-level thinking, helping students to communicate their concepts clearly and thoughtfully. Frequent informal conversations during lessons also provide valuable opportunities for reflective dialogue and tailored questioning, deepening understanding and supporting ongoing development. As students progress through the course, they become more confident in discussing their practice with clarity and depth—an essential skill for university interviews, portfolio presentations, and careers in the creative industries.	geometry. In photography and composition, students explore concepts like the golden ratio and rule of thirds, applying mathematical principles to create balanced and visually effective work. These activities not only enhance technical accuracy but also deepen students' ability to apply mathematical thinking in a sophisticated and creative context.
Careers across the Curriculum At A Level, career education is closely integrated into the Art and Design curriculum to support students in preparing for higher education and creative careers. We guide students through the university application process, including support with writing personal statements and art portfolios, understanding course requirements for creative degrees. Regular discussions explore career pathways linked to their interests and specialisms. We enrich this with visits to galleries and creative institutions, such as a recent trip to FORMA London, where students gained insight into contemporary practice and professional opportunities. Visiting professionals—including an architect, animator, and printmaker—offer valuable industry perspectives, while our team of practising artists provides ongoing	Wider Curriculum opportunities A Level Art and Design students benefit from a range of extracurricular and enrichment opportunities that extend their learning beyond the classroom. We offer a dedicated Period 5 session each week, providing additional time for independent work, personalised support, and portfolio development. Students also take part in specialist workshops designed to deepen skills and inspire creative exploration. Educational gallery visits, such as to the Tate Modern and FORMA London, enhance contextual understanding and support students in forming personal responses. Enrichment is further supported through talks and workshops by creative professionals, including architects, animators, and printmakers, giving students direct insight into the art world and potential career paths. These experiences help prepare students	Super Curriculum Students have many opportunities to extend their learning beyond the standard curriculum through a variety of enriching resources. They can engage with art-focused podcasts such as <i>Art History For All</i>, <i>Art Juice</i>, <i>Talk Art</i>, and <i>The Week in Art</i>, which provide insight into contemporary and historical art discussions. Popular programs like <i>Grayson's Art Club</i>, <i>The Great Pottery Throw Down</i>, <i>Portrait Artist of the Year</i>, and <i>Landscape Artist of the Year</i> offer inspiration and showcase artistic processes. Students are encouraged to explore influential art books and blogs, including <i>The Story of Art</i>, <i>Playing to the Gallery</i>, <i>Art Matters</i>, <i>The Secret Lives of Colour</i>, and <i>This is Colossal</i>. Access to world-renowned galleries and museums—such as the Tate, National Portrait Gallery, Saatchi Gallery, Royal Academy of Arts, V&A, Design Museum, British Museum, Serpentine Gallery (free exhibitions), Moco

real-world guidance. Careers are also embedded into lesson content through the study of working artists and designers, helping students make informed choices about their next steps in the creative industries.	for higher education and future roles within the creative industries.	Museum, Frameless, and Guildhall Art Gallery—provides valuable opportunities for firsthand experience, cultural enrichment, and deeper engagement with the art world.
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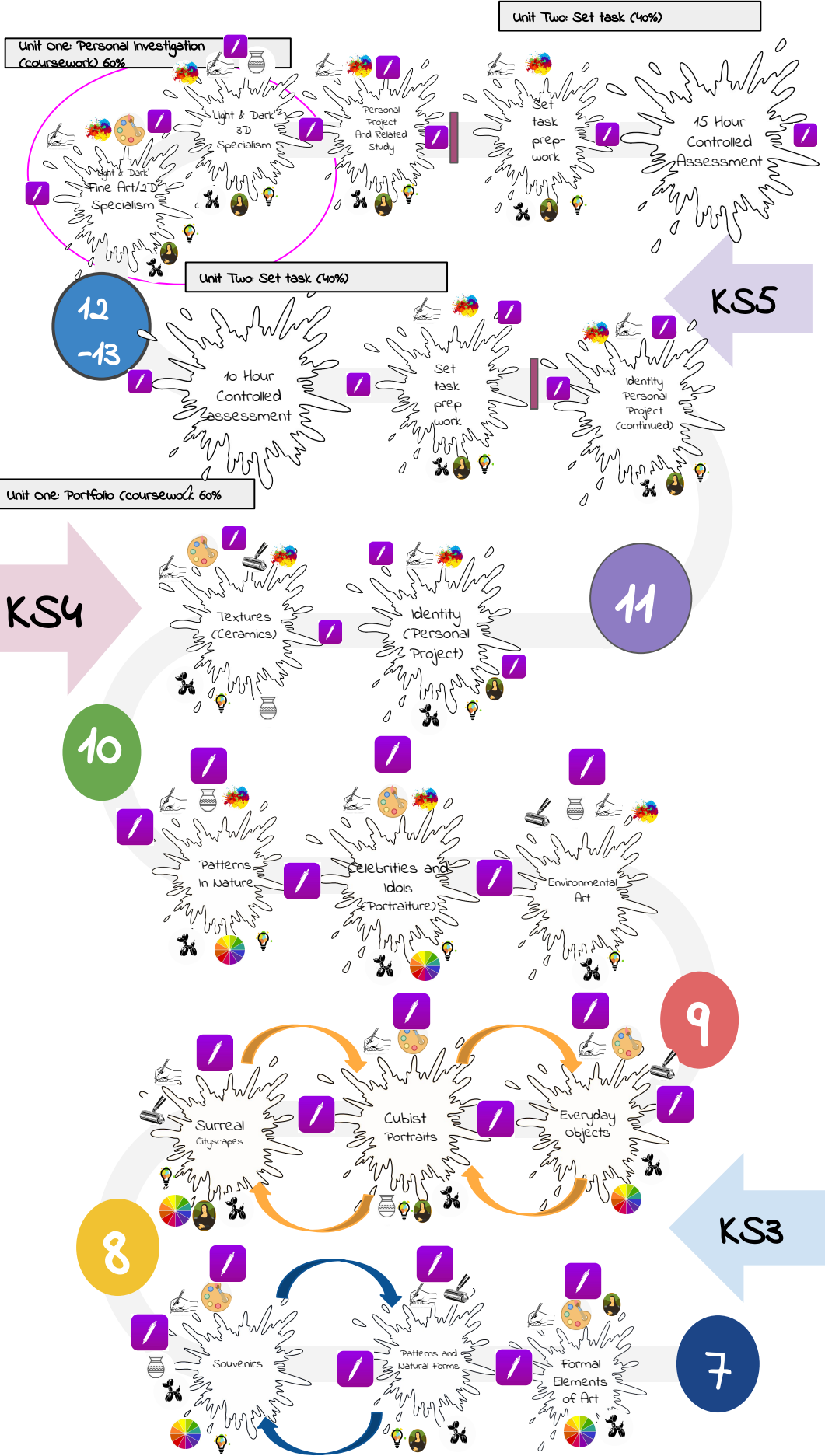
Assessment and feedback

At A Level, feedback is ongoing and closely tailored to individual progress. Verbal feedback is given in every lesson, offering immediate guidance during practical work, although it is not always formally recorded. In addition, students receive detailed written feedback every half term linked to assessment objectives, helping them understand how to improve both practical and written elements of their coursework.

Students are expected to respond to written feedback using green pen, making adjustments and reflecting on their progress. We also support students in understanding the marking criteria and assessment process, so they can accurately evaluate their own work and develop greater independence and ownership of their learning. This regular, targeted feedback ensures students remain on track and are well-prepared for the demands of the A Level course.

ART

LEARNING JOURNEY
CURRICULUM MAP



Key



Drawing/recording



Exploring
materials



Painting



3D/Sculpture



Printing



Colour Theory



Contemporary Art



Art History



Ideas and concepts



Assessment Schedule

Year 7	
Formal Elements	
HT 1 Drawing assessment: Observational drawings of sweets	HT2 Outcome Assessment: Mixed media sweets still life
Patterns and Natural Forms	
HT 1 Drawing Assessment: Drawing Natural Forms	HT 2 Outcome Assessment: Poly tile print
Souvenirs	
HT 1 Drawing Assessment: Drawings relating to Culture	HT 2 Outcome assessment: Clay Souvenirs



Year 8	
Surreal Cityscapes	
HT 1 Drawing assessment: Hundertwasser Landscape	HT2 Outcome Assessment: 3D Building
Cubist Portraits	
HT 1 Drawing Assessment: Picasso Inspired Portrait	HT 2 Outcome assessment: Clay Cubist Mask
Everyday Objects	
HT 1 Drawing Assessment: Observational Drawings	HT 2 Outcome assessment: Poly tile print



Year 9	
Environmental Art	
HT 1 Drawing assessment: Sea creature drawings	HT2 Outcome Assessment: Sea life inspired clay
Portraits	
HT 1 Drawing Assessment: Facial features.	HT 2 Outcome assessment: Portrait painting
Patterns in Nature	
HT 1 Drawing Assessment: Drawings of Insects	HT 2 Outcome assessment: 3D Outcome



Year 10	
Textures (Ceramics)	
HT 1 Drawing assessment: Drawings of Natural Form Objects	HT2 Outcome Assessment: 3D Ceramic Outcome
Identity (Personal Project)	
HT 1 Drawing Assessment: Observational drawing Portrait (Self or Family)	HT 2 Mixed media outcome - Either portrait for unconventional self - portrait



Year 11	
Identity (Personal Project)	
HT 1 Prepwork assessment	HT2 Outcome assessment: Mock Exam
Set task	
HT 1 AO1-3	HT 2 Prep for 10 Hour controlled assessment Final outcome
Controlled assessment/ Marks Submission	
HT 1 10 Hour controlled assessment Final outcome AO1-4 Marks submitted by May 15th	



Year 12	
Fine Art Project	
HT 1: AO1-3 Drawings & Painting	HT 2: Fine Art outcome/ whole project
3D Project	
HT 1 AO1-3 Drawing and construction	HT 2 3D outcome/ whole project
Personal Project	
HT 1 AO1-3	HT 2 Mini-outcome



Year 13	
Personal Project	
HT 1: AO1-3	HT 2: AO1-3 Final outcome
Related study/Set task	
HT 1 Related study	HT 2: Set Task Prep work
Controlled assessment	
HT1: 15 hour Controlled Assessment Marks Submitted by May 30th	