

		Year 10	Year 11
Autumn 1	Content (Why)	This unit introduces students to the starting point of their coursework and develops their ability to independently explore and interpret a given theme. Students learn how successful artists generate, organise and develop ideas from initial concepts, helping them establish a clear personal direction for their project.	Unit 2 provides students with the opportunity to apply the knowledge, skills and creative processes developed during Unit 1 within a shorter and more focused project. The condensed structure encourages greater independence, confidence and efficiency, requiring students to make purposeful decisions about their research, observations, materials and techniques while developing a clear personal direction.
	Content (What)	Students begin their coursework by exploring the given theme through a mood board and mind map . They collect relevant visual imagery, identify possible areas for investigation and begin to develop their own ideas. Students annotate their work to explain connections, record personal thoughts and identify potential directions for further artistic exploration.	Students explore a new theme through focused visual and contextual research, including relevant artist research and personal analysis. They produce observational studies linked directly to the theme and experiment with appropriate materials, techniques and processes. Students use their findings to establish connections between the theme, artist influences and their own developing ideas.
	Acquire (Knowledge)	- Understand how mood boards and mind maps can be used to investigate and develop an artistic theme. - Know how to select relevant visual imagery and information that supports a personal line of enquiry. - Understand the importance of meaningful annotation in communicating ideas, intentions and personal responses.	- Understand how to investigate a theme and select relevant artists and visual sources to inform personal ideas. - Know how observational recording, artist research and experimentation can work together to develop an artistic response. - Understand how to select appropriate materials and techniques based on their creative intentions and previous practical experience.
	Apply (Skills)	Students apply their knowledge by independently researching and exploring the theme, selecting appropriate imagery and organising ideas visually through mood boards and mind maps. They develop written annotation that explains their choices, records personal responses and identifies connections between ideas. Students use this initial exploration to establish a clear and purposeful direction for the development of their coursework.	Students apply the knowledge and skills developed during Unit 1 with greater independence and within a shorter timeframe. They research and analyse relevant artists, produce purposeful observational studies and experiment with a range of appropriate materials and techniques. Students evaluate their findings, make connections between artist influences and their own work, and select the most successful approaches to inform the development of their Unit 2 personal response.
Autumn 2	Content (Why)	This stage of Unit 1 coursework develops students' ability to investigate and respond to the work of artists who provide relevant inspiration for their chosen theme. Students learn that artist research should inform the development of their own ideas rather than simply describe an artist's work. This encourages greater independence, critical thinking and a more personal approach to their coursework.	This stage of Unit 2 enables students to bring together their research, observational work and experimentation within a shorter and more focused creative process. Building on the experience gained during Unit 1, students are expected to work with greater independence and confidence, developing and refining ideas efficiently before producing a resolved personal response.

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	Content (What)	Students select and research an artist whose work connects meaningfully to their chosen theme and personal interests. They explore the artist's subject matter, style, techniques, use of materials and visual elements. Students produce detailed analysis explaining why the artist has been chosen, what inspires them about the work and their own personal views and responses.	Students develop a range of design ideas informed by their chosen theme, artist research, observations and practical experimentation. They explore composition, imagery, materials and techniques, using annotation to explain and evaluate their creative decisions. Students then select and refine their strongest ideas to produce a final personal response that demonstrates clear connections to the development work completed throughout Unit 2.
	Acquire (Knowledge)	- Understand the context, style, techniques and key characteristics of a chosen artist's work. - Know how artists use formal elements, materials and techniques to communicate ideas and meaning. - Understand how artist research can influence and support the development of a personal artistic response.	- Understand how research, observations and experimentation can be combined to generate and refine purposeful design ideas. - Know how to select appropriate compositions, materials, techniques and visual elements to communicate personal intentions. - Understand how the creative development process leads to an individual, coherent and resolved final response.
	Apply (Skills)	Students apply their knowledge by selecting relevant artists, analysing their work and making meaningful connections to their own ideas. They use appropriate artistic vocabulary to discuss formal elements, techniques, materials and meaning, while expressing justified personal opinions. Students demonstrate how their research provides inspiration for their own practical experimentation and the development of an individual response.	Students apply their knowledge by independently developing, evaluating and refining a range of design ideas before selecting the most successful direction for their final response. They demonstrate control and confidence when using chosen materials and techniques, making purposeful creative decisions as their work develops. Students bring together their artist influences, experimentation and personal ideas to create a resolved outcome that clearly communicates their intentions and demonstrates progression from their earlier Unit 1 coursework.
Spring 1	Content (Why)	This stage of Unit 1 coursework develops students' observational drawing skills and their ability to record ideas directly from relevant visual sources. It builds on the foundational drawing techniques developed at KS3, allowing students to demonstrate increasing control, accuracy and confidence across a range of materials. Observational studies provide an important foundation for the further development and refinement of their personal response to the chosen theme.	This stage prepares students for the AQA GCSE Art, Craft and Design externally set assignment , enabling them to apply the knowledge, skills and creative processes developed throughout their coursework with increasing independence. Students develop their ability to respond personally to an externally set starting point while addressing the four AQA Assessment Objectives: AO1, AO2, AO3 and AO4 .
	Content (What)	Students produce a series of observational drawings that link directly to their chosen coursework theme. They explore a variety of materials and techniques, such as pencil, coloured pencil, charcoal, ink, paint and mixed media, demonstrating their ability to record shape, form, tone, texture, proportion and detail.	Students select and investigate an appropriate starting point from the AQA externally set assignment. They develop a sustained project through artist and contextual research, experimentation with materials and techniques, observational recording, photography, annotation and the development and refinement of design ideas. Preparatory work leads towards an individual and meaningful final response completed during the supervised period.
	Acquire (Knowledge)	Understand how formal elements such as line, shape, tone, texture, form and proportion contribute to effective observational drawing.	Understand the requirements of AO1–AO4 and how each Assessment Objective contributes to the development of a successful project.

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Spring 2	edge)	- Know the properties and techniques associated with a range of drawing and recording materials. - Understand how observational studies can be used to investigate a theme and inform the development of personal ideas.	Know how artist research, experimentation, observation, recording and refinement can be connected to develop a coherent personal journey. Understand how to select and develop ideas, materials and techniques that lead towards a meaningful and individual final response.
	Apply (Skills)	Students apply and extend the practical skills developed at KS3 by producing increasingly accurate and sophisticated observational studies. They select and experiment with appropriate materials, demonstrating control of line, tone, texture, proportion and detail. Students refine their techniques in response to their subject matter and use their observational work to generate ideas and inform the development of their Unit 1 coursework.	Students apply their knowledge independently across the four Assessment Objectives: AO1 by developing ideas through investigations and demonstrating critical understanding of sources; AO2 by refining work through experimentation with appropriate media, materials, techniques and processes; AO3 by recording ideas, observations and insights relevant to their intentions; and AO4 by presenting a personal and meaningful response that demonstrates connections between visual elements and their intentions. Students manage their time effectively, continually review and refine their work, and use their preparatory studies to produce a confident and resolved final outcome.
	Content (Why)	This stage of Unit 1 coursework enables students to build on practical skills developed previously and make informed decisions about the materials and techniques most appropriate for their personal response. Through experimentation, students become increasingly confident and independent in selecting, combining and refining artistic processes to communicate their intentions effectively.	
	Content (What)	Students experiment with a range of materials, techniques and processes that connect to their chosen theme and artist research. They explore different ways of applying and combining media, recording the outcomes of their experiments and considering how successful each approach has been. Students use this experimentation to identify techniques and materials that could be developed further within their design ideas and final personal response.	
	Acquire (Knowledge)	- Understand the properties and possibilities of a range of artistic materials, techniques and processes. - Know how different materials and techniques can be selected and combined to achieve particular visual effects and communicate ideas. - Understand how experimentation, evaluation and refinement contribute to the development of a successful personal response.	
	Apply (Skills)	Students apply previously learned practical skills by experimenting purposefully with different materials and techniques. They demonstrate increasing control and confidence, evaluate the effectiveness of their experiments and identify areas for refinement. Students make informed decisions about which processes best communicate their intentions and use their findings to develop, refine and strengthen	

		their design ideas in preparation for their personal response.	
Summer 1	Content (Why)	This stage of Unit 1 coursework enables students to develop their initial research, observations and experimentation into a range of considered design ideas. Students learn how artists refine and develop ideas before producing a final outcome, encouraging independence, creativity and purposeful decision-making. Detailed annotation allows students to demonstrate the thinking and intentions behind their creative choices.	
	Content (What)	Students produce a variety of design ideas that link directly to their chosen theme, artist research and previous experimentation. They explore alternative compositions, materials, techniques, imagery and visual elements before identifying the most successful ideas. Students use detailed annotation to explain their creative decisions, processes, influences and intentions in preparation for their final personal response.	
	Acquire (Knowledge)	- Understand how initial research, artist influences and experimentation can be combined to develop purposeful design ideas. - Know how composition, materials, techniques and formal elements can be adapted and refined to communicate personal intentions. - Understand how detailed annotation can demonstrate the development, evaluation and refinement of creative ideas.	
	Apply (Skills)	Students apply their knowledge by generating a range of creative design ideas and making clear connections to their research, observational work and experimentation. They explore and refine compositions, materials and techniques while using detailed annotation to explain their thought processes and justify creative decisions. Students evaluate the strengths of different ideas and select the most successful elements to develop into a confident, individual and well-informed personal response.	
Summer 2	Content (Why)	This final stage of Unit 1 coursework enables students to bring together the knowledge, ideas and practical skills developed throughout the project into a resolved personal response. Students demonstrate increasing independence by making informed creative decisions that clearly connect to their chosen theme, artist research, observational studies, experimentation and design development.	
	Content (What)	Students produce a final personal response that clearly reflects their chosen theme and demonstrates meaningful connections to their artist research. The outcome draws together their strongest ideas, compositions, materials and techniques developed	

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		throughout Unit 1. Students refine and complete their work to produce a purposeful, individual and visually successful final outcome.	
	Acquire (Knowledge)	• Understand how research, experimentation and design development contribute to a coherent and meaningful final outcome. • Know how to select and refine appropriate materials, techniques, compositions and formal elements to communicate personal intentions. • Understand how connections to the chosen theme and artist influences can be incorporated into an original personal response.	
	Apply (Skills)	Students apply the full range of knowledge and practical skills developed throughout Unit 1 to create a confident and resolved personal response. They demonstrate control of their chosen materials and techniques, refine visual elements and make independent creative decisions as their work progresses. Students synthesise their artist research, observations, experiments and design ideas to produce an individual outcome that clearly communicates their intentions and demonstrates the progression of their artistic journey.	