

SUBJECT: Art

Key Stage 3: Curriculum Intent

	Year 7	Year 8	Year 9
Autumn 1	<p>Topic: Building Foundations</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment drawing of a leaf - Understanding of the techniques required to create a successful drawing - Implement new RECORDING skills 	<p>Topic: World War</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment drawing of a poppy - RESEARCH the importance of the Poppy in British History exploring colour theory - RESEARCH WW1 Poem by John McCrae to establish a personal and meaningful RESPONSE - Create own RESPONSE using clay and paint, with a red poppy outcome - RESEARCH Shephard Fairey use of meaning and words to create impact - RESPOND to artist research creating links between WW1 Poem and symbolism of the poppy - Development of own RESPONSE using repeated patterns, words and colour theory explored through previous RESEARCH of various contextual sources including artists, historical references and literature - Create FINAL OUTCOME of a remembrance poster 	<p>Topic: Natural Forms</p> <p>Content covered, including knowledge and skills:</p> <p>Baseline RECORDING assessment drawing of a natural form</p> <p>RESEARCH (AO1) analyse various artists that focus on natural forms within their work</p> <p>RESPOND (AO2) Experience the new technique learnt from research</p> <p>RESPOND (AO2) by applying the new technique to your recordings, exploring the printing process of mono and lino printing.</p> <p>EXPLORE outcomes by experimenting with different ways of applying new techniques learnt</p> <p>FINAL RESPONSE (AO4) drawing upon all successes from developed ideas and creating final natural forms outcome</p>
Autumn 2	<ul style="list-style-type: none"> - RESEARCH of Georgia O’Keefe and colour theory - Implementation of new understanding of colour theory in own RESPONSE - Development of own RESPONSE using various materials <p>Links to prior learning: This project will be used as a baseline to assess the student’s initial recording ability. Students will focus entirely on recording skills to create a strong foundation with use of tone, shading, form, shape and line to progress their ability to record purposefully and skilfully.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool</p>	<p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Research skills required as learnt from previous project to show an understanding of contextual sources and how these can inspire and develop personal outcomes. Implementation of this into a more developed and personal project, exploring further contextual sources including literacy and historical references. Further develop modelling skills.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering</p>	<p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Use of analytical skills to inspire and develop own recordings with purpose and consideration. Understanding of how to use contextual sources to influence and develop ideas by drawing on successes to create a personal final outcome linking to theme.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual</p>

		<p>contextual sources such as artists, historical events and literature. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Symbolism, purposeful, colour, historical, literacy, messages, mood, feeling, impact, text, clay, experimental, sculpture, acrylic paint,</p>	<p>research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool, botanical, organic, lino, mono, printing</p>
Spring 1	<p>Topic: Art Movements</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment drawing of a leaf to compare progress with previous assessment - RESEARCH Various Art Movements- historical and more current influences to include Abstract, Pop Art and street art. - RESPOND to the RESEARCH by exploring various artists that use each Art Movement considering techniques and application - RESPOND to each Art Movement using the techniques and material discovered from RESEARCH 	<p>Topic: Decorative Insect Art</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment drawing of an insect - RESEARCH artist that records insects using different application methods to understand how to RESPOND with a different approach - RESPOND using RESEARCH to develop RECORDING skills further developing application methods and link to artist - RESEARCH different art style Mandala to consider how to combine different art styles together - RESPOND to all research by exploring different possible development opportunities - RESPOND by selecting your best development and creating a FINAL PERSONAL RESPONSE 	<p>Topic: Cultural Masks</p> <p>Content covered, including knowledge and skills:</p> <p>Baseline RECORDING assessment drawing of a cultural object</p> <p>RESEARCH (AO1) different contextual resources such as cultures, artists and literature</p> <p>RESPOND (AO2) by using research to influence and inspire development of ideas</p> <p>RESPOND (AO2) by developing own ideas using 3D modelling</p> <p>EXPLORE outcomes by experimenting with different ways of applying new techniques learnt</p> <p>FINAL RESPONSE (AO4) drawing upon all successes from developed ideas and creating final cultured mask outcome</p>
Spring 2	<ul style="list-style-type: none"> - Create a FINAL PERSONAL RESPONSE focusing upon one Art Movement and artist RESEARCH <p>Links to prior learning: This project will allow progression to be shown between baseline assessment drawings, ensuring students use and build on their recording skills. The main focus of the project will be to draw on these key skills to explore art movements and develop additional application skills and understanding of various artists and their purpose. Each student will be able to select their own area to further explore creating their first personal response.</p>	<p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Use of research skills to explore work and art style from various contextual sources and the ability to understand how to implement the application methods into your own recordings. This project will also develop on the research skills previously used by combining more research together and exploring alternative personal outcomes.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering</p>	<p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Use of analytical skills to inspire and develop own recordings with purpose and consideration. Understanding of how to use contextual sources to influence and develop ideas by drawing on successes to create a personal final outcome linking to theme. Referring back to previous projects using modelling and sculptural skills to create three-dimensional outcome. Use of other contextual sources to ensure accuracy</p>

	<p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Abstract, Pop Art, Street art, feeling, movement, application, material,</p>	<p>contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Decorative, repetition, shapes, pattern, colour, soft, smooth, loose, symmetrical, geometric, intricate, organic, mindful,</p>	<p>when referring to historical and cultural facts when influencing outcomes.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: culture, face, tribal, influence, impact, purpose, genre, feeling, mood, representation, society, class, three-dimensional, modelling, sculptural, masks, shape, size, proportion, pattern, colour theory, bold, vibrant, story,</p>
Summer 1	<p>Topic: Recycled Art: Pop Up Café!</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment of a sweet treat - RESEARCH mixed media Artist Jessine Hein - RESPOND to your RESEARCH using mixed media collage - RESEARCH sculpture Pattianne Stevensons use of recycled materials and three-dimensional modelling - DEVELOP RESPONSE using 3D modelling and mixed media - RESEARCH and explore fundraising opportunities in the community - Create advertisement for community fundraising concept - Create a final RESPONSE that will then be used in community fundraising sale <p>Links to prior learning: Assessment drawing completed at start of project to show progression and</p>	<p>Topic: Pop Art!</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Baseline RECORDING assessment drawing - RESEARCH Pop Art artist - RESPOND by developing own recording using pop art style and application method - RESEARCH additional pop artist to develop understanding further - RESPOND by combining artist styles together and personal input - RESEARCH application of text within art - Explore different application methods and develop skills and ideas together - Create a FINAL RESPONSE using successes from developed ideas and personal input <p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Develop understanding of new artist styles into own recording, use understanding</p>	<p>Topic: Portraiture</p> <p>Content covered, including knowledge and skills:</p> <p>Baseline RECORDING assessment drawing of an eye</p> <p>RECORD (AO3) self-portrait using guidelines</p> <p>RESEARCH (AO1) analyse various artists that explore different application methods in portraiture</p> <p>RESPOND (AO2) Experience the new technique learnt from research</p> <p>RESPOND (AO2) by applying the new technique to your own self portrait</p> <p>EXPLORE outcomes by experimenting with different ways of applying new techniques learnt</p> <p>FINAL RESPONSE (AO4) drawing upon all successes from developed ideas and creating final portraiture outcome</p> <p>Links to prior learning: Assessment drawing completed at start of project to show progression and development of students recording skills. Use of analytical skills to inspire and develop own recordings</p>
Summer 2			

	<p>development of students recording skills. Use of research skills to explore additional artists and their use of application. Consider the art movement used and how this impacts the intention and outcome. Plan own personal response using research as in previous project.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Three-dimensional, collage, mixed media, layering, paint, sculpture, modelling,</p>	<p>of messages and text in work from World War project to ensure text use has purpose and relates with impact. Develop use of shapes and pattern from Decorative art project into basic bold shapes used within Pop Art! Reflect on initial understanding of Pop Art from Art Movements project and develop skills further.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Bold, bright, text, colour, flat, patterns, comic, saturation, colourful, vivid, contrasting, outline, perspective, precision, barriers, cut-out, stylistic, stylised, advertisement, printing,</p>	<p>with purpose and consideration. Understanding of how to use contextual sources to influence and develop ideas by drawing on successes to create a personal final outcome linking to theme. Development of recording skills using drawing techniques from year 7 term 1 and built on throughout every project especially through use of assessment drawings.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Proportion, guidelines, accuracy, facial features, shading, tonal, blending, three-dimensional, solid, form, directional,</p>

Key Stage 4: Curriculum Intent

	Year 10	Year 11
Autumn 1	<p>Topic: Natural Form Workshops</p> <p>Content covered, including knowledge and skills:</p> <p>Initial RECORDING relating to the theme</p> <p>AO1 analyse various artists that explore different techniques</p> <p>AO2 Experience the new technique learnt from research</p> <p>AO3 Record a subject using the new style discovered from research and experience of new technique</p> <p>Development of ideas exploring application of various materials</p> <p>AO4 Development of personal response</p> <p>Students will be given this opportunity to experience a vast selection of different materials. This will enable them to discover some new skills which they enjoy using and will then perhaps develop further in to their contribution projects.</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; selected from previous exam papers <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
Autumn 2	<p>Links to prior learning: This project will draw from the three assessment objectives from KS3; record, research and respond. Each of these have been covered in detail from each of the previous projects ensuring that the students have explored various contextual concepts such as art movements, historical events, cultural restraints, personal input, literature and artists. All students have previously explored various different materials and application methods allowing them to build on these skills within the workshop sessions.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology:</p> <p>Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool, botanical, organic,</p>	

<p>Spring 1</p>	<p>Topic: Personal Choice Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; provided by AQA <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
<p>Spring 2</p>	<p>Topic: Personal Choice Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; provided by AQA <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
<p>Summer 1</p>	<p>Topic: Component One - Contribution Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p>	<p>Component One Completion/ workshops to complete portfolio</p> <p>Final marks completed and submitted to exam board</p>
<p>Summer 2</p>	<p>Topic: Component One - Contribution Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p>	<p>Component One Completion/ workshops to complete portfolio</p> <p>Final marks completed and submitted to exam board</p>

Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.

Literacy: Key words and terminology: linking to project theme, research and development of ideas.

Key Stage 5: Curriculum Intent (BRIEF):

	Year 12	Year 13
Autumn 1	<p>Topic: Technical Beginnings</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Initial understanding of recording skills and techniques including shape, form, shading and mark-making - Introduction to a selection of artist using various skills - Introduction to a variety of materials to develop recording skills 	<p>Topic: Component One – Personal Project</p> <p>Content covered, including knowledge and skills:</p> <p>Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Essay
Autumn 2	<ul style="list-style-type: none"> - Introduction to a selection of different materials that can develop responses to selected artists - Personal response created identifying strengths <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>

<p>Spring 1</p>	<p>Topic: Broad Genre Selection</p> <p>Content covered, including knowledge and skills:</p> <p>Students will be expected to explore one of these art genres:</p> <ul style="list-style-type: none"> - Landscape - Portraiture - Experimental - Nature - Still life - Materials 	<p>Topic: Component One – Personal Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Selection of one of 7 titles provided by AQA - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project
<p>Spring 2</p>	<p>Implementing/ practicing these skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops throughout the project <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <ul style="list-style-type: none"> - Literacy: Key words and terminology: linking to project theme, research and development of ideas. 	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>

<p>Summer 1</p>	<p>Topic: Component One – Personal Project 60% Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project 	<p>Completion of A Level Art – moderation, submission of marks and exhibition</p>
<p>Summer 2</p>	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	