



The Art KS4 Curriculum

Overview

At KS4, students follow the AQA GCSE Art and Design specifications in both Art, Craft and Design and Three-Dimensional Design, developing a broad skill set through a range of two- and three-dimensional processes, media and techniques. The curriculum is structured to build proficiency, independence and critical understanding as students progress, with Component 1 focusing on an extended coursework portfolio drawn from multiple areas of study and Component 2 centred on an externally set assignment that requires a personal and meaningful final response. Students refine ideas through research, analysis, experimentation and recording, developing increasingly sophisticated practical skills alongside an understanding of historical, cultural and contemporary contexts. The sequence of learning provides opportunities to explore artists, designers and architects; build cultural capital; develop technical and creative confidence; and apply iterative design approaches to produce prototypes and final outcomes that meet purposeful design briefs.

AQA GCSE Art and Design – Art, Craft and Design

Exam board AQA

Component 1 60%: A portfolio of work made up of more than one project.

Component 2 40%: An externally set task where students produce an independent project in response to a starting point chosen from those set by the exam board.

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of art, craft and design.

Component 2: must show evidence of areas of study drawn from one or more of the titles.

The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Students must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of their selected title(s) and area(s) of study.

Assessment at KS4 covers 4 objectives, all of equal weighting. AO1: **Developing** ideas, AO2: **refining** ideas, AO3: **recording** ideas and AO4: **presenting ideas**. Each of these objectives corresponds to a golden thread.

Year 10 Art, Craft and Design								
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	National Curriculum link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, SMSC, Voice</i>
1.	What is Art, Craft and Design?	Developing foundation skills	<ul style="list-style-type: none"> Observational drawing Painting Printmaking Researching artists Analysis Ceramics Evaluation 	<ul style="list-style-type: none"> Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds 	Students will begin the GCSE course with a skills project to ensure students are proficient in all skills to the required level. Students will be guided through the process of annotating, researching and evaluating. This will allow students to select their strengths as areas of study in their coursework portfolio.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Tone Formal elements Primary source Contrast Hatching Crosshatching	
2.		AO1 - Develop ideas through investigations, demonstrating critical understanding of sources	<ul style="list-style-type: none"> Research Analyse Evaluate Presentation skills 	<ul style="list-style-type: none"> Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures 	This term Students will begin their first extended coursework project based on a past exam question. Students will begin by looking at artists who will influence and inspire the direction of their work.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Analyse Investigate Research	
3.		AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	<ul style="list-style-type: none"> Drawing from primary sources Tonal drawing Shading Observation Recording and developing ideas 	<ul style="list-style-type: none"> Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques 	This term students will create a series of observational studies linked to their chosen artist. Students will also record ideas through photography. These observations will form the basis for their media experiments in term 4.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Tone Formal elements Primary source Contrast Hatching Crosshatching	
4.		AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<ul style="list-style-type: none"> Experimenting with media and techniques Refining ideas Analysis Evaluation 	<ul style="list-style-type: none"> Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	Students will now refine ideas by exploring a range of materials appropriate to their own project. Working towards creating a meaningful response to the project in half term 5.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		
5.		AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<ul style="list-style-type: none"> Experimenting with media and techniques Recording and developing ideas Refining ideas Analysis Evaluation 	<ul style="list-style-type: none"> Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent 	This term students will create a final outcome in a media appropriate to their prior research and work created in half terms 2 to 4.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		

			<ul style="list-style-type: none"> Creating a meaningful response 					
6.		Advanced ceramics/printmaking	<ul style="list-style-type: none"> Experimenting with media and techniques Recording and developing ideas Refining ideas Analysis Evaluation Creating a meaningful response 	<ul style="list-style-type: none"> Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	This term students will complete a mini brief looking at ceramics or printmaking to ensure all students have covered two areas within art and design.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		

Year 11 Art, Craft and Design

Term	Enquiry	Composite (Skill)	Components • (Disciplinary Knowledge)	• National Curriculum link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, SMSC, Voice</i>
1.		Advanced ceramics/printmaking	<ul style="list-style-type: none"> Experimenting with media and techniques Recording and developing ideas Refining ideas Analysis Evaluation Creating a meaningful response 	<ul style="list-style-type: none"> Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	This term students will complete a mini brief looking at ceramics or printmaking to ensure all students have covered two areas within art and design.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		
2.		Advanced ceramics/printmaking	<ul style="list-style-type: none"> Experimenting with media and techniques Recording and developing ideas Refining ideas Analysis Evaluation Creating a meaningful response 	<ul style="list-style-type: none"> Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	This term students will complete a mini brief looking at ceramics or printmaking to ensure all students have covered two areas within art and design.	Cultural capital - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		
3.	Term 3: Externally set assignment released / preparation		Component 2: Externally set assignment. Exam released to students. Exam preparation. Analysing the brief. A01: Develop ideas through investigation, demonstrating critical understanding of sources.	<ul style="list-style-type: none"> Analysis the question Research Initial design ideas 	<ul style="list-style-type: none"> Actively engage in the creative process in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. 	In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.		

			<p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p>					
4.	Term 4: Externally set assignment		<p>Component 2: Externally set assignment.</p> <p>Exam preparation. 10-hour exam</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Experiment with media and techniques. Record and develop ideas. Refining ideas. Create a meaningful response. 	<ul style="list-style-type: none"> Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. 	In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.		
5.	Term 5: Externally set assignment		<p>Component 2: Externally set assignment.</p> <p>10-hour exam</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Experiment with media and techniques. Record and develop ideas. Refining ideas. Create a meaningful response. <p>(GRADE SUBMISSION DEADLINE 31st MAY MODERATION WILL TAKE PLACE IN JUNE)</p>	<ul style="list-style-type: none"> Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. 	In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.		
6.								

AQA GCSE Art and Design – Three-Dimensional Design

Exam board AQA

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Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

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Year 10 Three-dimensional Design								
Term / Unit	Enquiry Question	Composite	Components (Disciplinary Knowledge)	National Curriculum Link:	Rationale: Why this, why here, why now?	Breadth and Depth: Wider links to curriculum/world/cultural capital	Academic Vocabulary: Key Tier 3 Language	Academy Key Drivers: Empower, Literacy, Diversity, Personal Development, Voice
Term 1: Skills develop and Mini sustained project 1: decorative frames	<p>What is 3D Design?</p> <p>How to analyse a design brief?</p> <p>How to gather research effectively?</p> <p>How to take inspiration from your moodboard?</p>	<p>Component 1: further work.</p> <p>Core skills development</p> <p>Research into mini sustained design brief.</p> <p>A01: Develop ideas through investigation, demonstrating critical understanding of sources.</p>	<ul style="list-style-type: none"> What is 3D Design? Course objectives How does 3D design get assessed? What is component 1? What is component 2? What are the secrets to a good portfolio? Develop the skills set to analyse a design brief. Develop the skills set to gather secondary research. Practice developing initial design ideas from secondary imagery. 	<ul style="list-style-type: none"> Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. 	<p>Students will develop and understanding of the 3D Design course. Students will understand the different components and how they are assessed throughout the course.</p> <p>Within this first term students are shown the secrets on how to gather secondary research and develop inspiration from what they have found. This will build the student's confidence before starting their mini sustained project 1 towards the end of the term.</p>	Cultural capital – to develop an understanding of art movements.	<p>3D</p> <p>Design brief</p> <p>Initial design ideas</p>	<p>Diversity – 100 design ideas. Considering what other people/countries are exposed to. (icon for water).</p> <p>Voice – opportunity for students to voice their opinions on different art movements.</p> <p>Literacy – Understanding when to use annotations and labels within their work.</p>
Term 2: Mini sustained project 1: decorative frames	<p>How to analyse a design brief?</p> <p>How to gather research effectively?</p> <p>How to take inspiration from your moodboard?</p>	<p>Component 1: further work.</p> <p>Development of skills and techniques. Refine design ideas.</p> <p>A01: Develop ideas through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting</p>	<ul style="list-style-type: none"> Skills and techniques for cardboard modelling (bends patterns). Skills and techniques for cardboard joint modelling. Skills and techniques for wooden joint 	<ul style="list-style-type: none"> Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Become confident in taking risks and learn from experience when exploring and 	<p>Students will be building their schemas on knowledge of materials and different media from their ADT KS3 lessons.</p> <p>This first mini sustained project in 3D design provides students an opportunity to build on their knowledge and experiment with new techniques. The quick</p>	Cultural capital – to develop an understanding of different manufacturing processes.	<p>Prototypes</p> <p>Corrugated cardboard</p> <p>Wooden joints</p>	<p>Voice – opportunity for students to voice their opinions on their work. Students will reflect and respond on their own work and other students work in their CRIT groups.</p> <p>Literacy – Understanding when to use annotations and labels within their work.</p>

		and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	<ul style="list-style-type: none"> modelling (rabbet, dowel). Skills and techniques for blue foam modelling. Skills and techniques for polymer modelling (hot line bender). How CRITS work. Develop the skills of being a critical thinker. Students will learn and have the opportunity to reflect and respond on their own work and the work of others. 	<ul style="list-style-type: none"> experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 	<p>modelling techniques can be transferred into any other project going forward.</p> <p>The modelling provides students a chance to learn the skills and to reflect and respond on their outcomes. Students will develop their critical thinking skill set before taking part in CRITS within their lessons.</p>			Empower – Students will understand how and idea is brought to life in the design industry.
<p>Term 3: Mini sustained project 1: decorative frames</p> <p>Theme: Memphis and De Stijl</p>	<p>Is my product meeting the design brief?</p> <p>How can I improve my product?</p>	<p>Component 1: further work.</p> <p>Decorative frame development</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> Development of prototypes. Refine design ideas. Evaluate outcomes. 	<ul style="list-style-type: none"> Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	<p>Students will be using this term to develop their decorative frames. Students will create multiple prototypes where they will reflect and refine their ideas based of their development. This will lead students onto evaluating their design process as well as their overall outcome.</p>		Prototypes Evaluation	<p>Literacy – Understanding when to use annotations and labels within their work.</p> <p>Voice – opportunity for students to voice their opinions on their work. Students will reflect and respond on their own work and other students work in their CRIT groups.</p>
Term 4: Skills development CAD / CAM	<p>What is CAD?</p> <p>What is CAM?</p>	<p>Component 1: further work.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<ul style="list-style-type: none"> What is CAD? Skills development on SketchUp (architecture theme). Skills development on Onshape. (decorative frame theme) What is CAM? 	<ul style="list-style-type: none"> Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 	<p>Within this term students will develop skills on CAD and CAM. They will use the CAD software's SketchUp, Onshape and Lightburn. The skills they will develop will link with their mini sustain project 1 and their sustained project later in the year. CAD skills are transferable skills which</p>	Cultural capital – to experience industry professional software.	<p>3D</p> <p>Form</p> <p>CAD</p> <p>CAM</p> <p>Front view</p> <p>Plan view</p> <p>Side view</p>	

		AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<ul style="list-style-type: none"> Skills development on Lightburn (decorative frames laser cutter). 		they can apply to any project.			
Term 5: Sustained project: Architecture Theme: Places and Spaces	How to gather research effectively?	Component 1: sustained project. Research into the architecture theme; places and spaces. AO1: Develop ideas through investigation, demonstrating critical understanding of sources. AO3: Record ideas, observations and insights relevant to intentions as work progresses.	<ul style="list-style-type: none"> Research the theme places and space through mind maps and moodboards. Investigate into iconic architects. Produce an architect analysis. Research into a chosen art movement. Research into natural forms and structures. Develop the skills set to gather primary and secondary research. 	<ul style="list-style-type: none"> Students are required to work in one or more area(s) of three-dimensional design: Architecture. Actively engage in the creative process of 3D Design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. 	Students will apply their previously taught skills from their mini sustained project into their sustained project which has a different focus of architecture. This unit of work within this term will build from the given theme; places and spaces through investigation. The primary and secondary resources the students gather will be used as inspiration for their own ideas.	Cultural capital – to develop a strong understanding about iconic architects and art movements.	Architect Architect analysis Primary research Secondary research	Diversity – researching into different architects. Literacy – producing a detailed written architect analysis. Voice – opportunity for students to voice their opinions on different architect's work. Literacy – Understanding when to use annotations and labels within their work.
Term 6: Sustained project: Architecture Theme: Places and Spaces	How to take inspiration from primary and secondary resources?	Component 1: sustained project. Explore the architecture theme; places and spaces. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.	<ul style="list-style-type: none"> Observational drawing of architecture, natural forms and art movements. Developing initial design ideas from secondary imagery. Developing initial design ideas from primary imagery. Development of skills and techniques for modelling textures. 	<ul style="list-style-type: none"> Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 	The sustained project count towards their component 1. Students will have developed and explore a range of skills throughout Year 10 which will provide them with the secrets to a successful sustained project. Students will investigate further into their sustained project by developing their secondary and primary sources into initial design ideas. As well as experimenting with a range of texture modelling techniques.	Cultural capital – to develop a strong understanding about iconic architects and art movements.	Primary research Secondary research Textures	Literacy – Understanding when to use annotations and labels within their work. Diversity – researching into different places and spaces within the world. Voice – taking part in group CRITS which will either grow or glow their own work and work of their peers.

Year 11 Three-dimensional Design

Term / Unit	Enquiry Question	Composite	Components (Disciplinary Knowledge)	National Curriculum Link:	Rationale: Why this, why here, why now?	Breadth and Depth:	Academic Vocabulary: Key Tier 3 Language	Academy Key Drivers:
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						Wider links to curriculum/world/cultural capital		Empower, Literacy, Diversity, Personal Development, Voice
Term 1: Sustained project: Architecture	What does an iterative design approach look like for my sustained project?	Component 1: sustained project. An iterative design approach to the sustained project. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses.	<ul style="list-style-type: none"> Development of prototypes. Iterative design. CAD- SketchUp Cardboard and foamboard modelling. 	<ul style="list-style-type: none"> Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 	Students will use an iterative design approach to explore a range of design ideas/architectural outcomes. Students will have access to the CAD software to develop their outcomes/prototypes as well as cardboard and foamboard. Students will use their research and previous experiments for textures and prototypes to develop their outcomes.	Cultural capital – to develop a strong understanding about iconic architects and art movements.	CAD Isometric view Orthographic projection Iterative design Prototypes	Literacy – Understanding when to use annotations and labels within their work. Voice – opportunity for students to voice their reflections on their own work. Voice – taking part in group CRITS which will either grow or glow their own work and work of their peers.
Term 2: Sustained project: Architecture	Is my outcome meeting the design brief?	Component 1: sustained project. Finalising the sustained project. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<ul style="list-style-type: none"> Final prototype Journey page 	<ul style="list-style-type: none"> Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 	Students will produce a final prototype which is their meaningful response to the design brief. There will be opportunity for students to produce a CAD outcome as well as physical prototype outcome. Students will develop a range of prototypes before the final outcome will be presented. This closes the end of their sustained project which will go towards their component 1, along with their further work which will equal to 60% of their grade.	Cultural capital – to develop a strong understanding about iconic architects and art movements.	CAD Iterative design Prototypes	Literacy – Understanding when to use annotations and labels within their work. Voice – opportunity for students to voice their reflections on their own work. Voice – taking part in group CRITS which will either grow or glow their own work and work of their peers.
Term 3: Externally set assignment released / preparation		Component 2: Externally set assignment. Exam released to students. Exam preparation. Analysing the brief.	<ul style="list-style-type: none"> Analysis the brief Research Initial design ideas 	<ul style="list-style-type: none"> Actively engage in the creative process of three-dimensional design in order to develop as effective and independent 	In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for			

		<p>A01: Develop ideas through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p>		<p>learners, and as critical and reflective thinkers with enquiring minds.</p>	<p>their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.</p>			
Term 4: Externally set assignment		<p>Component 2: Externally set assignment.</p> <p>Exam preparation. 10-hour exam</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Experiment with media and techniques. Record and develop ideas. Refining ideas. Create a meaningful response. 	<ul style="list-style-type: none"> Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. 	<p>In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.</p>			
Term 5: Externally set assignment		<p>Component 2: Externally set assignment.</p> <p>10-hour exam</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and</p>	<ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Experiment with media and techniques. Record and develop ideas. Refining ideas. Create a meaningful response. <p>(GRADE SUBMISSION DEADLINE 31st MAY</p>	<ul style="list-style-type: none"> Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. 	<p>In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore, it is crucial for students use this term to research.</p>			

		demonstrates understanding of visual language.	MODERATION WILL TAKE PLACE IN JUNE)					
Term 6:								