



	Content /Topic	Reference	Essential Knowledge	Assessment	Rationale		
	YEAR 11						
HT1	YEAR 11         Students will         complete a series of         lessons/pieces         including:         Collage of theme         ideas         Mind map         Artist Research 1 x 3         pages         Artist Research 2 x 3         pages         Photographs x 2         pages         Photoshop x 2 pages	1C To develop ideas through sustained and focused investigations, informed by contextual & other sources demonstrating analytical & critical understanding 2C Experiment with & select appropriate resources, media, materials, techniques & processes reviewing and refining their ideas as their work develops 3C Record observations, experiences, ideas,	Students will choose a theme from a past paper to research their own artists and will produce a body of work inspired by their choices. Students will learn that Indepth research into a range of culturally diverse artists and contexts will allow them to take ownership of their choices and knowledge Students will learn that their choice of artist will allow them to gain a deeper appreciation of both art and art used in cultural contexts. Students will learn to apply Drawing and painting skills introduced throughout the course.	The chosen theme response will be assessed as an entire unit of work and formally assessed through the kS4 journey. Formative- • One to One discussion • Observation of skill application • Use of questioning to assess understanding Open, closed, higher order, Hinge, and process • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process Each key piece of work will be assessed as it requires students to bring together their knowledge Summative Assessment of total completed pages. Pages marked holistically against	The personal choice of artist teaches students how to research, ask questions about their choices and point out connections they see between cultural references. This will allow them to develop further the deeper understanding and connections with the cultural context they are researching. Exploring new techniques and media will allow students to demonstrate knowledge, skills and understanding in response to their chosen theme. This builds upon knowledge developed in Year 9 and 10 when they explored techniques and media in the		
		and insights in visual		Pages marked holistically against summative Assessment objectives.	techniques and media in the Identity project		

3 X Drawing Pages from own photographs 3 X Experimental Drawings Initial ideas/Development x 3 pages A4 Practice piece and Final outcome	and other forms appropriate to intensions. They should be able reflect in their work and progress 4C Present a personal, coherent, and informed response, realizing intensions, and articulating and explaining connections with the work of others.	Essential knowledge Reading to provide greater breadth and Understanding: Artists use analytical drawing techniques to explore and record their subject matter. Designers also often use analytical drawing to investigate the visual qualities of their sources of inspiration. Why do analytical drawing? - Analytical drawing - GCSE Art and Design Revision - BBC Bitesize Students will learn how to self- manage work by following a comprehensive timed work schedule to produce portfolio work. Students will be shown how ideas can be further explored and refined through the exploration of techniques. Students will learn how to record observations, experiences and ideas in a way that allows them to respond to their chosen starting point with confidence and skill.	Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced. Written feedback is given and opportunities for students to improve their work and their grade. Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.	Making appropriate connections with the work of others explored throughout KS4 to date when producing a personal response to the chosen theme will allow students to produce an outcome that is unique and skilful
		their chosen starting point with		

	outcome that combines the new	
	theme and that of Cityscapes.	
	Essential knowledge Reading to	
	provide greater breadth and	
	Understanding: <u>Recording</u>	
	observations - Recording and observing - GCSE Art and Design	
	Revision - BBC Bitesize	
	Students will learn that their response	
	to this theme should be independent,	
	and that personal research is	
	encouraged so that students can	
	demonstrate a	
	skilful/sophisticated/unique response	
	to themes.	
	Students will learn to develop time	
	management and self-targeting skills	
	by following a work schedule that	
	directs them through the visual/ Art	
	approach to completing work.	
	Students will learn that they must	
	make appropriate connections with the work of others when producing a	
	personal response	
	personal response	

HT3	Students will	1C To develop ideas	Students will choose a starting point.	The chosen theme response will be	This knowledge and
	develop knowledge	through sustained		assessed as an entire unit of work and	application is delivered at
	in preparation for	and focused		formally assessed through the kS4	this point as students have
		investigations,		journey.	developed the essential
	Examined response	informed by	Students will continue to choose their		knowledge and can apply it
	to a given brief	, contextual & other	own artists to research and producing	Formative Assessment	to the given brief
	Ŭ	sources	work inspired by these.	One to One discussion	confidently. It builds upon
		demonstrating	. ,	Observation of skill application	and applies all learning from
		analytical & critical		Use of questioning to assess	the key stage
	Students will	understanding		understanding	
	demonstrate the		They will apply knowledge gained	Open, closed, higher order, Hinge, and	
	following:	2C Experiment with	throughout terms 1 & 2 to research	process	
		& select appropriate	their own artists and will learn how to	<ul> <li>Demonstration to students and from</li> </ul>	
		resources, media,	produce a body of work inspired by	students	
		materials,	their choices.	Peer discussion	
	Outcomes:	techniques &		Peer Teach	
		processes reviewing		<ul> <li>Observation of skills and work in</li> </ul>	
	Title Page	and refining their		process	
		ideas as their work	Students will develop and refine ideas	Fach low gives of works will be	
HT4	Collage of theme	develops	and proposals, personal outcomes, or	Each key piece of work will be assessed	
	ideas	2C Decord	solutions with increasing	as it requires students to bring together	
		3C Record observations,	independence.	their knowledge	
	Mind map	experiences, ideas,		Summative Assessment: of total	
		and insights in visual		completed pages. Pages marked	
	Artist Research 1 x 3	and other forms		holistically against Summative	
	pages	appropriate to	Students will learn to apply Drawing	Assessment objectives.	
		intensions. They	and painting skills introduced		
	Artist Research 2 x 3	should be able	throughout the key stage	Written feedback is given and	
	pages	reflect in their work		opportunities for students to improve	
	Dhotographs v 2	and progress		their work before the timed final exam.	
	Photographs x 2				
	pages	4C Present a	Students will learn how to self-	Learners are also assessed throughout	
	Photoshon v 2 pages	personal, coherent,	manage work by following a	the unit by using Peer/Self assessments	
	Photoshop x 2 pages	and informed	comprehensive timed work schedule	and verbal feedback.	
	3 X Drawing Pages	response, realizing	to produce portfolio work.		
	from own	intensions, and		Assessment using Summative	
	photographs	articulating and		assessment objectives.	
	photographs	explaining			

3 X Experimental	connections with	Students will learn how ideas can be	Individual teacher marking and formal	
Drawings	the work of others.	further explored and refined through	moderation within the department is	
		the exploration of techniques.	used when assessing the outcomes	
Initial			produced.	
ideas/Development				
x 3 pages			All skills and knowledge gained	
x 5 pages		Students will learn how to record	throughout the course so far will be	
		Students will learn how to record		
A4 Practice piece		observations, experiences and ideas in	consolidated through completion of	
		a way that allows them to respond to	activities that 'bring together all	
Final outcome		their chosen starting point with	knowledge.'	
		confidence and skill.		
		Students will be shown how to use		
		research skills to develop their own		
		personal ideas towards a large		
		outcome that combines the new		
		theme and that of Cityscapes.		
		Students will learn that their response		
		to this theme should be independent,		
		and that personal research is		
		encouraged so that students can		
		demonstrate a		
		skilful/sophisticated/unique response		
		to themes.		
		to themes.		
		Students will learn to develop time		
		management and self-targeting skills		
		by following a work schedule that		
		directs them through the visual/ Art		
		approach to completing work.		

			Students will learn that they must		
			make appropriate connections with		
			the work of others when producing a		
			personal response		
			Essential knowledge Reading to		
			provide greater breadth and		
			Understanding: To effectively present		
			your project you need to show how		
			you have developed ideas, refined		
			your work, recorded your process and		
			created a personal and meaningful		
			response		
			What to include - Presenting your		
			personal intentions and response -		
			GCSE Art and Design Revision - BBC		
			Bitesize		
			Students will prepare a timed a 10		
			Hour piece that will exemplify all skills		
			acquired throughout the course.		
			Essential knowledge Reading to		
			provide greater breadth and		
			Understanding: <u>Personal response -</u>		
			Presenting your personal intentions		
			and response - GCSE Art and Design		
			Revision - BBC Bitesize		
	YEAR 12				
HT1	Students will	1. Develop ideas	Year 12 starts with an introduction to	Assessment will be both formative and	The studying of Advanced
	research the artist	through sustained	the A' Level course and examples of A'	summative through the kS5 journey.	level art and Design will
	Martin Pallottini and		Level pathways and work produced by		allow students to study and
	produce a collage of	investigations	previous students.	Formative-	develop and apply
	selected images of	informed by		One to One discussion	knowledge, skills and
	the artist's work	contextual and	Essential knowledge Reading to	Observation of skill application	understanding through a
		other sources,	provide greater breadth and	Use of questioning to assess	range of rich and varied
	Students will	demonstrating	understanding: <u>Famous Portrait</u>	understanding	contexts.
	produce an A3 copy	analytical and	Paintings - Looking at the Most		

	of Martin Pallottini's	critical	Famous Art Portraits	Open, closed, higher order, Hinge, and	Students will develop an
	portrait work	understanding	(artincontext.org)	process	interest and enthusiasm for,
				<ul> <li>Demonstration to students and from</li> </ul>	and enjoyment of art, craft,
	Students will	2. Explore and select	Students are taught that throughout	students	and design
	produce a series of	appropriate	this course they will study context that	<ul> <li>Peer discussion</li> </ul>	
	experimental	resources, media,	is culturally diverse and relevant to	Peer Teach	A series of mini workshops
	portraits using	materials,	their own lives. They are taught that	<ul> <li>Observation of skills and work in</li> </ul>	will allow students to
	photography	techniques, and	the work produced will be challenging	process	explore further the art
	techniques	processes, reviewing	in nature and will also ensure that		techniques that they will
		and refining ideas as	students develop the necessary	All skills and knowledge will be	have used throughout GCSE
HT2	Students will	work develops	advanced art skills	consolidated through completion of a	Art and will also introduce
	practice and develop			series of small outcomes.	them to new techniques
	tonal recording skills	3. Record ideas,	Students are introduced to a range of		that they may choose to
	using tonal pencils,	observations, and	processes and techniques through a	Summative	develop further
	blending tools and	insights relevant to	series of mini workshops that will	Assessment of total completed pages.	
	putty rubbers	intentions, reflecting	further develop the practical skills	Pages marked holistically using A' Level	The production of a portfolio
		critically on work	previously gained throughout the	framework.	and subsequent personal
	Students will	and progress.	GCSE course.		outcomes is an essential
	produce a series of			Individual teacher marking, group and	element of the course. To
	drawing studies that	4. Present a	Students are taught to explore	departmental moderation are all used	be able to produce this
	demonstrate an	personal and	culturally diverse concepts or themes	when assessing the outcomes	portfolio students are
	understanding of the	meaningful	for themselves and will be introduced	produced.	introduced to the key
	pencil and tonal	response that	to the work of artists who have		elements and techniques
	techniques used by	realises intentions	explored similar themes		throughout the term and
	the artist Martin	and, where			subsequent year.
	Pallottini	appropriate, makes	During this term students will explore		
		connections	and experiment with traditional		The introduction of new
	Students will	between visual and	materials, processes, and resources		processes and techniques
	produce a display of	other elements	such as etching and printmaking.		will allow students to
	their artwork using a				demonstrate ambitious skills
	range of sketchbook		Students will be introduced to the		in the context of Fine Art.
нтз	presentation		techniques and work of Martin		
	techniques		Pallottini a portrait artist who		This will also introduce them
			produces creative pencil studies.		to the ambitious content,
					language, and expectations
			Students will be introduced to the		of the course.
			sculptures of Michelangelo an		
			historical artist and painter who is		The theme of portraits is
			considered an expert in portraying		introduced so that students
					understand the difficulties

human form, drawing from life and	and complexities of the
studying anatomy	techniques and skills
	required to record using
Essential knowledge Reading to	photography and drawing
provide greater breadth and	skills.
Understanding: <u>Michelangelo</u>	
Sculptures - Explore the Famous	Recording their own portrait
Michelangelo Works (artincontext.org)	images will allow students to
Michelangelo Works (artificontext.org)	-
	develop intellectual,
Essential knowledge Reading to	imaginative, creative, and
provide greater breadth and	intuitive capabilities when
Understanding: <u>Renaissance Facts - A</u>	photographing a portrait.
Brief Overview of Renaissance History	
(artincontext.org)	The introduction to
	advanced and alternate
Students will be introduced to the	presentation techniques will
recording skills and techniques	help students to understand
required to successfully use tonal	how the creative
pencils, blending tools and putty	presentation of work adds
rubbers to apply highlights within	to the overall quality of the
drawings.	work and the personal
urawings.	· · · ·
Charles the still survey have an extitute across	response intended by the
Students will produce an artist copy	student.
that demonstrates a similar response	
and an understanding of, and the	
application of formal elements used	
by Martin Pallottini or Michelangelo	
such as colour, line, tone, texture,	
shape, and form.	
Students will be taught how to	
develop practical and theoretical	
knowledge of the techniques used	
within the Adavnced Level course.	
Students will be introduced to the	
techniques required to photograph a	
successful portrait image that can be	
used as a reference image.	
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			They will learn how lighting and the angle of photography when photographing an image can produce a dramatic effect. Students will demonstrate newly acquired recording skills in the production of a series of portrait photographs and drawings. Students will be introduced to exemplar and varying sketchbook presentation techniques that are used successfully within A' Level. (Concertina sketchbooks, Large A3 Sketchbooks or A1 worksheets). Students will learn that all work produced throughout the course should demonstrate a personal response/journey from start to finish. Throughout this term students will be taught how to use a working vocabulary and the specialist terminology which are relevant to the study of Art and Design.		
HT4	Students are	1. Develop ideas	Students start this term being	Assessment will be both formative and	Throughout this term
	introduced to the	through sustained	introduced to the first element of the	summative through the kS5 journey.	students will produce work
	Personal	and focused	A' Level course. This work will require	Formative-	in the form of a Personal
	Investigation of the	investigations	students to produce a personal	• One to One discussion	investigation which consists
	year 13 course.	informed by	investigation/response to a theme of	• Observation of skill application	of a (Practical portfolio and
	Students will choose	contextual and	their choice. The outcomes produced	• Use of questioning to assess	Related study).
	a personal	other sources,	will be a Practical portfolio (Element 1)	understanding	The work produced whilst
	theme/focus to	demonstrating	and an extended written related study	Open, closed, higher order, Hinge, and	researching this theme will
	research.	analytical and	(Element 2).	process	allow students to further

		critical	Students will be taught how to	Demonstration to students and from	develop skills established
	Students will	understanding	identify a theme that will allow them	students	throughout year 12.
	produce a minimum	understanding	to produce a focused investigation of	Peer discussion	
	of two	2. Explore and select	work and an individual exploration of	Peer Teach	By researching a personal
		•	personal skills and creative direction.	Observation of skills and work in	theme learners will
	comprehensive artist research	appropriate	personal skills and creative direction.		demonstrate an
	research	resources, media,	Ferential Impulades Deading to	process	
	Charles to will	materials,	Essential knowledge Reading to	Commention	understanding of the inter-
	Students will	techniques, and	provide greater breadth and	Summative	relationships between art,
	produce a rage of	processes, reviewing	Understanding: <u>Difference Between</u>	Assessment of total completed pages.	craft and design processes
HT5	recorded images	and refining ideas as	Art and Craft - A Look at Art Versus	Pages marked holistically using A' Level	and an awareness of the
	that will then be	work develops	Craft (artincontext.org)	framework.	contexts in which they
	used to draw from				operate
		3. Record ideas,	Students are taught that the theme	Individual teacher marking, group and	
	Students will	observations, and	should include the study of cultural,	departmental moderation are all used	The personal investigation
	develop and explore	insights relevant to	historical and contemporary visual art	when assessing the outcomes	element of the course gives
	new techniques	intentions, reflecting	practice to ensure a personal response	produced.	students the opportunity to
	producing pages of	critically on work	that encourages awareness, empathy		fully develop and explore
	research that will be	and progress.	and appreciation of difference,	All skills and knowledge will be	their chosen specialism(s)
	submitted for		diversity and the views of others.	consolidated through completion of a	whilst expanding their
	assessment	4. Present a		series of developmental pieces a final	knowledge, understanding
		personal and	Themes will be decided through	outcome and a written response.	and skills in their specialist
	Students will	meaningful	personal research, class discussion		area.
	produce a written	response that	and individual tutorials	The culmination of all work produced	
	related study	realises intentions		will be assessed via the discrete	This will allow students to
	(minimum of 1000	and, where	Students will be taught this element of	evidence provided by learners of	develop a deeper
	words) of extended	appropriate, makes	the course will allow them to build a	Summative Assessment objectives and	understanding of their
	written response	connections	personal and continually evolving	criteria.	chosen specialism and the
		between visual and	body of practical work.		ability to critically evaluate
		other elements			their own work and the
			They will be shown examples of both		work of others.
			written and visual responses to be		
			used as inspiration for beginning their		Work produced will be
HT6			theme.		linked to career aspirations
					within Art and Design so
			Students will produce work based on		that students can
			their initial research of their chosen		demonstrate skills acquired
			theme. They will be taught how to		in order to follow their
			produce a focused investigation in		chosen progression route
			response to their starting point.		through to Further or Higher
					Education or the workplace

	Students will be taught how to	
	produce work independently whilst	The exploration and
	also following a work schedule and	research of their chosen
	meeting deadlines.	theme will allow students to
		acquire experience of new
	Students will research two	techniques and the
	artists/designers using the research	development of skills,
	skills that they are developing.	knowledge and
		understanding in a range of
	Students will learn how to explore	media.
	ideas and techniques with new	
	materials.	This research and personal
		involvement will allow
	Using newly acquired sketchbook	students to use these
	presentation techniques that are used	techniques to produce
	within A' Level the students will	Artwork inspired by the
	present all research linked to their	theme and artists chosen.
	chosen artist/designer.	
		The production of work will
	Students will learn how to present a	allow the students to
	creative title page as an introduction	demonstrate specialization
	to their theme. They will use mixed	and skills in particular
	media, collage and lettering/fonts.	materials, media, or
		processes that will allow for
	Students will learn how to experiment	an appropriate depth of
	with the layout and presentation of	study as a culmination of the
	work and research so that they can	A' Level course.
	showcase their investigative and art	
	skills.	
	38113.	
	Students will learn how to	
	collate/produce work that will form a	
	portfolio of artwork in relation to their	
	chosen theme.	
	Students will be taught how to	
	Students will be taught how to	
	demonstrate an understanding of	
	their chosen theme by producing	
	Artist research and analysis.	
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	Students will learn how to use the relevant art vocabulary when discussing artwork. They will learn how to critically evaluate images and artefacts in relation to their social and cultural context.
	Written Element Students will identify a proposed area of study. They will research 3 artists/designers work as an initial introduction to their chosen theme.
	They will be taught how to identify an image or element of the artists work that they want to explore.
	They will learn how to use key language and terminology to discuss the subject matter and chosen theme.
	Students will learn how to identify a theme and the line of argument required to be investigated.
	Students will learn how to research evidence to support their investigation
	Students will be taught how to produce a first draft of the introduction to their written element 1000 words.
	Students will be taught to consider how social/historical and contextual influences have affected work produced by the artist/designer
YEAR 13	

HT1	Students will	1. Develop ideas	Students will be taught to work	Assessment will be both formative and	Throughout this term
	produce a body of	through sustained	independently throughout this term.	summative through the kS5 journey.	students will continue to
	work to support the	and focused	They will be expected to complete a	summative through the kos journey.	produce work in response to
	Personal	investigations	major project of their choice that is a	Formative-	their chosen theme in the
	Investigation	informed by	visual journey/investigation of their	One to One discussion	form of a Personal
	element of the year	contextual and	chosen theme.	Observation of skill application	investigation
	13 course.	other sources,		Use of questioning to assess	investigation
	15 000150.	demonstrating	Essential knowledge Reading to	understanding	The production of a portfolio
	Students will	analytical and	provide greater breadth and	Open, closed, higher order, Hinge, and	of artwork will allow
	continue to	critical	Understanding: <u>Types of Art - A Brief</u>	process	students to produce
	independently	understanding	Exploration of the Different Kinds of	Demonstration to students and from	ambitious content in
	produce visual and	understanding	Art (artincontext.org)	students	response to the language
	written research as	2. Explore and select		Peer discussion	and expectations of studying
	an in-depth	appropriate	Personal Investigation (Element 1)	Peer Teach	an advanced Art and Design
	response to their	resources, media,	They will learn that all work produced	Observation of skills and work in	course.
	chosen personal	materials,	should be student focused.	process	
	theme	techniques, and	They will learn how to gather	process	The work produced based
	theme	processes, reviewing	appropriate research from primary	All skills and knowledge will be	on their chosen theme will
	Students will	and refining ideas as	and other sources and contexts	consolidated through completion of a	allow the students to
	compare and	work develops	Students will use skills developed	series of small outcomes.	demonstrate independence
	contrast a minimum	work develops	throughout the KS4 art curriculum and		and a development of skills
	of two artists	3. Record ideas,	Advanced level art journey to produce	Summative	that have been acquired
	research	observations, and	a personal response that shows a	Assessment	throughout the course
		insights relevant to	connection to the work of the	Provide discrete evidence of	which build on the prior
	Students will	intentions, reflecting	artist/designers studied.	Summative Assessment objectives and	knowledge and experiences
	produce a range of	critically on work		criteria.	of Advanced level Art.
	recorded images	and progress.	Students will learn that practical	Assessment using A' Level framework.	
	that successfully use		investigations need to be sustained	Individual teacher marking, group and	By producing a portfolio of
	the recording	4. Present a	showing a development of skills.	departmental moderation are all used	artwork this will allow
	techniques used	personal and		when assessing the outcomes	students to display skills and
	earlier in the course	, meaningful	They will learn how to demonstrate	produced.	knowledge that have been
	Students will	response that	that work produced is of a greater		consolidated through the
	develop and explore	realises intentions	depth and skill level of that produced	Grading is submitted for external OCR	production of a series of
	new techniques	and, where	in Year 12.	quality assurance. A sample of assessed	work and a final outcome in
	producing pages of	appropriate, makes		work will be externally moderated by a	response to their chosen
	research that will be	connections	Students will produce a range of	Visiting examiner.	theme.
	submitted for	between visual and	individual investigative, and		
	assessment	other elements	experimental pieces with no		The production of a 2000
HT2			restrictions on size, materials, or		word written response to
			techniques.		the Personal Investigation

Students will		will allow students to reflect
continue to produce	All work will be carefully presented for	on the development of skil
a comprehensive	final assessment alongside the written	and knowledge acquired
related study of	element.	throughout the course in
extended written		relation to their CHOSEN
response in relation		theme.
to their chosen	Written Element:	
theme:	Students will begin to draft Chapters 1	The written response shou
	and 2 of the Main essay content.	be fluent and
Introduction		comprehensive using the
Chapter 1 Artist 1	Students will be taught how to analyse	advanced language and
Chapter 2 Artist 2	in detail specific artworks from their	terminology of Art & Desig
Chapter 3 Compare	chosen artist designer in relation to	Photography, and Textiles.
and Contrast	their personal theme. They will	This will allow students to
Conclusion	research specific information on the	
	artists personal life so that they have a	demonstrate a greater
Students will	greater understanding of the	understanding of their
produce Illustrations	meanings of Social/Cultural and	Chosen theme.
that will be included	Historical contexts.	
in the presentation		
of the written	Essential knowledge Reading to	
element	provide greater breadth and	
	Understanding: Why Is Art Important?	
The production of a	- A Holistic Investigation into the	
completed portfolio	Importance of Art (artincontext.org)	
of work in response		
to their chosen	Students will be taught how to add a	
theme	personal insight into the subject of	
	their choice. Gallery visits are	
	encouraged at this point so that	
	students can experience art first-hand.	
	Students will be taught that:	
	Writing needs to be legible, with	
	accurate use of spelling, grammar, and	
	punctuation.	
	All works of art should be clearly	
	identified	

		All references need to be recorded using the Dewey system Students will be taught that a 'Compare and Contrast' framework is essential when writing about similarities and differences between artists.	
		Students will be introduced to a bank of' linking words' that should be used specifically for extended writing. For Example: However, In Other words, In Conclusion.	
НТЗ	Component 02 is the Externally set task.	Students will be taught to organise and collate research so that it is coherent and linked to the development of their own artwork. Students will conclude the written element with a comparison and evaluation of their own journey throughout the investigation.	The terminal exam paper is an essential requirement for successful completion of the Advanced Art & Design course.
HT4		<b>Externally Set Task</b> An early release paper is issued on 1 <sup>st</sup> February which will provide several themes. Within the themes, there will be a choice of written and visual starting points.	All skills and knowledge gained throughout the course so far will be consolidated as students respond to a CHOSEN theme from the Terminal exam paper
HT5		For the remainder of the A' Level course students will choose a theme and produce a personal response in the form of a series of visual investigations and which will culminate in an outcome under a	Through the study of Critical and contextual research this will allow students to demonstrate a mature/sophisticated and

The early release	controlled assessment period of	independent response to
paper will be issued	15hours.	themes
on 1 February. It will		
provide students	Students will be taught how to choose	The production of research,
with a range of	a theme that will inspire and motivate	planning and development
themes each with	a sustained personal response.	of ideas and an
written and visual		independently produced
starting points, a	Students will be taught how to	outcome will allow students
brief, and stimuli.	research, plan, and develop ideas in	to produce a series of work
From these, one	response to their chosen themes	that successfully combines
option must be		and showcases all skills and
selected by the	Students will be taught that the	knowledge acquired through
learner on which	culmination of the A' Level course is	the study of Advanced Art
they must base their	realised through the production of	and Design
personal response.	research, planning and development	
	of ideas and an independently	This body of work will allow
Students are given a	produced outcome	students to successfully
10 -12 week time		demonstrate the
period, to prepare		culmination of the advanced
for the Externally set		Level Art and Design course
task by producing an		
independent body of		
work.		
The A' Level		
culminates in a		
timetabled		
supervised 15-hour		
session in which		
they will produce a		
final outcome that		
demonstrates all of		
the skills acquired		
throughout the A'		
Level course.		