

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7 KS3	<p>Content Water and the Sea Baseline test HMK= Introduction to formal elements</p> <p>Shell studies from secondary sources using traditional media - pencil, biro, ink wash, pointillism</p>	<p>Content Water and the Sea Colour Theory [science, colours of light] Jason Scarpace research Jason Scarpace oil pastel study</p>	<p>Content Water and the Sea Introduction to Ceramics</p> <ul style="list-style-type: none"> Clay techniques Design ideas Clay fish piece production <p>Painting and surface decoration of clay tile using water-based paint Evaluation of full project</p>	<p>Content Anthropods/Insects Baseline drawing test - insect Research artist LEVON BISS Knowledge of colour study in colour pencil crayons</p>	<p>Content Arthropods/Insects SCALE - A3 sugar paper charcoal/collage and crayon Introduction to mixed media</p>	<p>Content Arthropods/Insects A2 sugar paper Large scale mixed media piece</p>
	<p>Skill development Drawing skills; Planning accurate drawings using basic shapes; Accuracy when applying tone; Annotation to describe studies; Observational drawing</p>	<p>Skill development Colour mixing and application Artist research; Selecting and presenting appropriate information; Sketchbook presentation skills; Controlling and blending oil pastel; Creativity and artistic curiosity;</p>	<p>Skill development Recording and explaining ideas and techniques; Use of surface decoration techniques; Evaluating and reflecting on progress and skills; Making connections between artist's work and designs; Using clay techniques and tools - cutting, joining</p>	<p>Skill development Further artist research skills; Presentation of research and studies; Annotations referring to formal elements; Controlling and blending coloured pencil or other appropriate medium;</p>	<p>Skill development Creativity and developing ideas; Planning;</p>	<p>Skill development Reflecting on links with artists and designers; Annotating referring to the formal elements; Self evaluation and reflection; Experimental painting techniques; Working on larger scale/ scaling up; Observational drawing</p>
	<p>Assessment AO2& Ao3 focus Experimenting with a range of wet and dry media Annotations (KEY ASSESSMENT)</p>	<p>Assessment AO1/AO2 focus Artist research and presentation Creative experimenting Controlled use of media</p>	<p>Assessment AO3/AO4 focus Recording ideas, observations and insights for using clay - materials and tools Presenting a personal response Push code</p>	<p>Assessment AO1/AO2 focus Investigation sources and analysing artist's work Use of controlled colour blending</p>	<p>Assessment AO3/AO4 focus Planning and recording ideas Making connections between artist's work and designs Producing a creative response inspired by an artist</p>	<p>Assessment AO1/AO2 focus Artwork study with analysis Use of media - watercolour (KEY ASSESSMENT) i</p>
	<p>Contextual Knowledge Formal elements - language of Art & Design</p>	<p>Contextual Knowledge Colour Theory - spectrum/origins of pigment origins of pigments</p>	<p>Contextual Knowledge Historical Pottery processes and cultural uses</p>	<p>Contextual Knowledge link between types of arthropods Biology</p>	<p>Contextual Knowledge Arts industry-Importance of design to product (careers)</p>	<p>Contextual Knowledge Historical/cultural fishing industries</p>
BIG QUESTION?	<p>What is Art? <i>The word "art" is derived from the Latin ars, which originally meant "skill" or "craft." These meanings are still primary in other English words derived from ars, such as "artifact" (a thing made by human skill) and "artisan" (a person skilled at making things).</i></p> <ul style="list-style-type: none"> What Makes Art, Art? (Formal Elements) Who is it for? Can anyone produce Art? 			<p>Is nature art? It is well known that nature is original and art is only a creation by human beings. Art tries to replicate things natural but nature will always remain supreme. ... However beautiful the creation by humans may be, art can never be better or more beautiful than nature itself. [Textiles, biomimicry]</p>		
8 KS3	<p>Content Food Baseline test - Pine Cone Food item studies from secondary sources - experimenting with mark-making and blended coloured pencil</p>	<p>Content Food POP ART MOVEMENT Andy Warhol print-making research and Print (<i>build on previous knowledge of pattern and abstraction</i>) Poly printing (KEY ASSESSMENT) - multiple colour layers</p>	<p>Content Food Research Cezanne as Easter hwk task Still Life study based on Cezanne using oil pastel Modern Still Life photography as hwk Poster paint study - (Build on previous colour mixing experience)</p>	<p>Content Art & Cultures Investigation into Aboriginal Art - the types of art, such as negative printing, and geometric pattern used to convey meaning done as hwk or group research task in lesson. https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/</p>	<p>Content Art & Cultures Research into African culture and tribes, and the purpose of African mask Study of Chief Jimoh Buraimoh's work. Creation of own coloured african mask inspired by CJB. Hwk task - Comparison to Chinese mask (design and purpose) Chinese theatre</p>	<p>Content Art & Cultures Students use Chief Jimoh Buraimoh inspired mask to create a card relief mask. (KEY ASSESSMENT) Mask painting inspired by Chief Jimoh Buraimoh inspired piece.</p>

			Study of Aboriginal Art and creating own art works - colour ladder and collage, negative hand painting experiments, dot painting. [science, iron oxides used for aboriginal australian art, Reactivity series] Hwk task - Pattern and meaning related to African tribal tattoos.	mask, Chinese Tibetan Masks.	
Skill development Drawing skills; Precision and refinement when using traditional media; Developed sketchbook presentation; page composition; critical analysis.	Skill development Annotations referring to formal elements; Detailed analysis of sources; Forming and expressing own opinions about art work; Creativity and developing ideas; Planning with annotations; Controlled manipulation of poly plate; Use of colour theory in selecting colours;	Skill development Selection of appropriate information; Detailed analysis of sources referring to formal elements; Paint mixing and application; Use of colour theory when mixing and applying colours;	Skill development Further artist research skills; Presentation of research and studies; Making comparisons between art forms and cultures; Basic compositional understanding; Experimentation; Risk-taking; Application of paint, pattern, and colour inspired by artists and cultures;	Skill development Creativity and developing ideas; Planning; Annotations referring to formal elements; Detailed analysis of sources; Forming and expressing own opinions about art work and cultural styles; Colour mixing and application;	Skill development Applying 2D design to a 3D relief; Working in relief using layers; Applying surface design; Paint colour mixing and application on a 3D relief surface; Working safely;
Assessment AO2 focus Experimenting with a range of drawing techniques Annotations Quality of presentation Push Code: Baseline test	Assessment AO3/AO4 focus Planning and recording ideas Making connections between artist's work and designs Producing a creative response inspired by an artist Quality of printing plate and layered colours Push Code & Written: Poly Prints	Assessment AO1/AO2 focus Producing a creative response inspired by an artist	Assessment AO1/AO2 focus Investigating sources and analysing artists' work Use of materials in artist study Making connections between artists' work and designs Quality of practical work and designs	Assessment AO2/AO3 focus Experimenting with techniques Planning and recording ideas Making connections between artist's work and designs Producing a creative response inspired by an artist	Assessment AO3/AO4 focus Recording ideas, observations and insights for using relief - materials and techniques Presenting a personal response and making connection to artists Push Code: Mask
Contextual Knowledge Junk food consumption stats Benefits of healthy eating	Contextual Knowledge Age of consumerism . History of the 50's and 60's. Post war freedoms and teenage trends - fashion - Music - rebel factor - film	Contextual Knowledge Impressionism Post impressionism Nazi-looted art	Contextual Knowledge History and struggles of indigenous people of Australia, connected with the colonialism of the British Empire - America, West Indies. [history, colonialism and migration]	Contextual Knowledge British Colonisation of Nigeria - focussed on acquiring resources https://u.osu.edu/introhumanitiesonline/2020/02/04/history-of-the-british-takeover-of-nigeria/	
BIG QUESTION	Does the subject matter make Art more or less important? <i>(Relates to the objects used in the pop art movement - can look at how the subject changed from highbrow to the everyday during mid 19th Century, Gustave Courbet La rencontre 1854, and then further use of everyday objects in pop art.</i>		Should museums return their colonial artifacts? https://www.theguardian.com/culture/2019/jun/29/should-museums-return-their-colonial-artefacts		

9 KS3	<p>Content Baseline test - Pine Cone Natural Forms - Applying formal elements timed, experimenting with ink, blind drawing and drawing with the wrong hand. Tto drawing from primary & secondary sources</p> <p>Baseline test</p>	<p>Content Working on A3 paper for all work Introduction to artist research at GCSE pathway standard - Andy Goldsworthy Land Art - Using natural materials, Autumn Leaves Photography basics of land art arrangements and colour enhancement/contrast of colour edits</p>	<p>Content HW Research Georgia O'Keeffe Developing photography techniques - using more advanced camera settings and macro lenses Using viewfinders. Work in the computer rooms. Large scale, acrylic painting based on O'Keeffe</p> <p>HW Blossfeldt photography research</p> <p>Working on A3 paper for all work</p> <p>painting</p>	<p>ContentART HISTORY MOVEMENTS TIMELINE HW Illustrated timeline of Art movements and historical events. Links to Art that changed the world Look at three artist in two lessons. Watch videos and make notes about each artist. Historical - Michelangelo Last Judgement Looking at Art: Michelangelo's "Last Judgment" Contemporary - Pablo Picasso Guernica Guernica: What inspired Pablo Picasso's masterpiece? BBC News Banksy Girl with Balloon artwork self-destructs (2018) https://mixmag.net/read/iconic-banksy-artwork-sells-for-over-1-million-immediately-self-destructs-news/</p>	<p>ContentPOLITICAL PROPAGANDA Extended HW - Singh Twins - looking at fusion between their dual cultural identity British/Indian.. Mindmap their own cultural identity. Create a picture that represents their own cultural identity.</p> <p>HW Robert and Roberta Smith Analyse work and reproduce A3 painting. Mind Map positive political messages. Create an A3 mixed media image inspired by Robert and Roberta Smith's work and their own positive political message. Annotate and evaluate their work.</p>	<p>ContentPOLITICAL PROPAGANDA Introduction to developing a final piece idea Final piece planning Final piece experimentation with media and techniques</p> <p>As the year is workshop based, the final piece does not have to be a full final piece, but more about introducing students to the idea of planning their own final ideas based on their experiments so far</p> <p>Students can reflect back on their research into the various artist from this project in order to support their final piece.</p>
	<p>Skill development Drawing skills (from secondary sources; Basic use of traditional materials for drawing using a range of tone and form; Developing annotations; Presentation and layout at GCSE standard; Basic research/analysis skills; Working with non-traditional natural materials; Basic camera techniques and photography presentation;</p>	<p>Skill development Developing photography skills using camera settings, lenses and more advanced composition; Understanding the importance of primary sources; Working with scale and enlarging in own work; Use of acrylic paints;</p>	<p>Skill development Manual dexterity when creating a challenging print plate and using cutting tools - lino; Planning and forward thinking when preparing layers for print-making; Using reduction print process;</p> <p>Working with fabrics and fabric dyes; OR Applying and interpreting pattern and shape</p>	<p>Skill development Artist research; Selecting appropriate information; Advanced presentation; Replicating artist techniques; Applying practical techniques to own work;</p>	<p>Skill development Applying mixed media creatively; Using image transfer; Experimentation and creativity;</p>	<p>Skill development Developing a final idea using inspiration from previous studies and experiments; Planning and explaining options Combining ideas and artist-inspired images to create a personalized outcome; Developing creativity;</p>
	<p>Assessment AO2/AO3 focus Baseline assessment of drawing skills and annotations Use of formal elements Detail in annotations and correct use of subject specific terminology Research and presentation Push Code:</p>	<p>Assessment AO1/AO2 focus Quality of photography Development of own work from primary sources Quality of acrylic painting</p>	<p>Assessment AO1/AO2 focus IUse of formal elements Annotations and explanation for processes. Artist research pages: Push Code & Written:</p>	<p>Assessment AO1/AO2 focus Artist research pages: Creative page design; Thorough analysis of images; Accurate pastiche studies; Application to own work</p>	<p>Assessment AO1/AO2/AO3/Ao4 focus Investigating sources and analysing artists' work Use of materials in artist study Making connections between artists' work and designs</p>	<p>Assessment AO3/AO4 Final idea development and presentation Planning and annotating ideas and experimentation Connections to previous work and artists Creative and original response</p>
	<p>Contextual Knowledge Environmental change Pollution issues</p>	<p>Contextual Knowledge Arts and Crafts movement Socialism</p>	<p>Contextual Knowledge Biology - cells</p>	<p>Contextual Knowledge Link to historical events in society.</p>	<p>Contextual Knowledge</p>	<p>Contextual Knowledge</p>

				spanish Civil war Berlin Wall		
BIG QUESTION	How long should Art last? Students can refer back to the historic art they looked at in year 8 (aboriginal cave art, african masks) and make comparisons between this and Goldsworthy's transient pieces.			Is Art in a gallery more important than Art in the street? DANK - local artist, Dead Bod.		
10 GCSE	Content Man Made /close up Experimental drawing techniques Jim Dine artist research Observational drawing using a range of media appropriate to the group such as charcoal, monoprint, collograph, sgraffito, graphite Colour study in the style of Dine using watercolour and ink wash	Content Man Made/ close up Michael Craig Martin research Line drawings inspired by artists Experiment with composition and painting in the style of Michael Craig Martin Develop final idea using inspiration from artist research and own personal response. LAST x1 week of term start Portraits - Observational studies of own facial features Experimenting with Media Students will explore a range of media, materials and techniques using secondary sources of facial features Examples of media may include: <ul style="list-style-type: none"> ● Coloured pencil ● Felt tip wash ● Pencil crayon ● Biro ● Watercolour ● Collage ● Mono print ● Bleach drawing 	Content Guided observational self-portrait in pencil Students present research on 2 artists including information about the artist, thorough analysis of their work, and their own studies Studies should include pastiche of the work and interpretation of the style using an appropriate media Artists should include historic and contemporary examples. Student may be directed towards: Van Gogh -Pablo Picasso -Julian Opie - Lichtenstein Francoise Nielly -Jason Thielke -Ed Fairburn -Sean Williams -Andy Warhol - Lorena Cosba -Henrietta Harris Jonathan Yeo -Toby Mulligan -Dolk Lundgren Students encouraged to identify their own 3rd artist to make their project more individual and reflect their own experiences and interests	Content Portraits - Artist Research development onto own portraits Experimenting with Media Students will explore a range of media, materials and technique	Content Portraits - Exploration Experimenting with materials and techniques related to own interests and ideas Collecting photographic imagery related to own interests and ideas Primary source drawings Developing ideas Combining artist techniques	Content Portraits - Final Piece Planning Developing an advanced and personalised final piece idea Detailed final piece planning Experimenting and selecting most successful materials and techniques Collecting final piece imagery
	Skill development Creative and expressive use of materials; Advanced artist research; Selecting appropriate information; Developing a range of skills using 2D materials and processes; Applying mixed media to a study;	Skill development Advanced artist research; Selecting appropriate information; Making connections and comparisons between artists and styles; Experimental use of composition; Planning and development of final pieces including a personal idea LAST x1 week of term start Portraits - Advanced and creative use of materials and techniques; Experimentation; Drawing skills (from secondary sources);	Skill development Advanced artist research; Selecting appropriate information; Advanced presentation; Replicating artist techniques; Applying practical techniques to own work ;Selecting own appropriate artists and sources; Advanced artist research; Selecting appropriate information;	Skill development Advanced presentation; Replicating artist techniques; Applying practical techniques to own work;	Skill development Developing own ideas; Developing creativity; Selecting iate materials and techniques related to own ideas; Making connections between artists and styles to develop original ideas and techniques; Advanced recording of ideas through detailed annotations; Explaining techniques and processes;	Skill development Planning options for final piece ideas; Justifying choices for ideas, materials and techniques; Using a combination of artists and personal sources so create an individual response;
	Assessment AO2 focus Assessment of creative use of materials and techniques Drawing skills	Assessment AO2/AO4 focus Assessment of use of materials and development of personal final idea LAST x1 week of term start Portraits - AO3 focus Accurate recording from observation - own self portrait	Assessment AO1 focus Artist research pages: Creative page design; Thorough analysis of images; Accurate pastiche studies; Application to own work	Assessment AO1 focus Thorough analysis of images; Accurate pastiche studies; Application to own work	Assessment AO3 focus Development of most successful techniques Choosing successful experiments Accurate recording of observations, ideas, and insights	Assessment AO4 focus - Final idea development and experimentation Connections to previous work and artists Creative and original response

	Contextual Knowledge Sustainability within the art world. https://www.invaluable.com/blog/sustainability-and-art/ https://www.artelier.com/post/sustainable-art Applying sustainable practices to our Art rooms.	Contextual Knowledge	Contextual Knowledge	Contextual Knowledge	Contextual Knowledge
BIG QUESTION	Does Great Art have to be made from traditional Art materials? What can art be made from? https://causeartist.com/incredible-artivists-using-recycled-materials-in-their-creations/ Could also make reference to <i>Knife Angel</i> , Alfie Bradley.	Is it justified to use natural resources to make Art? Students could consider the use of paper, wood, concrete, toxic materials such as paints and inks, and the impact on the environment. https://www.art-is-fun.com/art-from-nature considers the viewpoint that art can be made with natural waste (Damien Hirst, Von Hagens, Goldsworthy rather than gathering natural resources).	Why are most artists men?		
11 GCSE	Content Portraits Final piece development Refine final idea based on final piece experiments and practice piece Final piece completion	Content Final coursework presentation and refinement Students should select and present the best work from all coursework projects.	Content Exam Prep Collect and present research on theme and related artists Produce studies related to artists and theme in appropriate media	Content Exam Prep & 10hr Exam Advanced development of personal final idea Planning and preparation for exam 10hr independent work	
	Skill development Refining ideas; Producing final outcome from original idea; Skillful use of materials	Skill development Selection and refinement according to AOs; Refining rather than building projects;	Skill development Developing a project/theme from an choice of starting points; Selecting and presenting sources; Experimenting with techniques and processes in a range of appropriate media;	Skill development Experimenting with techniques and processes; Developing a personal response;	
	Assessment AO4 focus Assessment of personal, informed and meaningful response with links to research, experiments and ideas from throughout the project	Assessment AO1 -4 Holistic assessment of entire Unit 1 (c/w)	Assessment AO1,2 focus Assessment of appropriate artists, craftspeople, and sources Assessment of media, techniques and processes	Assessment AO1-4 Wholistic assessment of entire Unit 2 (exam preparation and 10hr independent work) including development of own ideas towards a personal outcome	
12 A Level	Content <u>An introduction: What is Art?</u> 1. Exploring students' existing knowledge of and taste in Art images Initial critiques and primary source studies for presentation knowledge	Content <u>Practical Skills Workshops P.2</u> 1. Abstract forms- Exploring manipulation of form. Students explore the creation of aesthetic / subjective / expressive effects with simple materials and experiment with colour and structure and other formal elements - line, pattern, texture, focus etc.	Content <u>Final workshop pieces and studio exhibition of work</u> 1. Self directed final ideas of 'Workshops' subject matter in preparation for structure of component 1 Personal investigation and component 2 Externally set task	Content <u>Personal Investigation</u> 1. Introduction to Personal Investigation: Portfolio The work produced during this period will be selected for assessment. Students to consider	Content <u>cont...Personal investigation</u> 1. Creation of body of work for Portfolio for Personal Investigation. Produce: ● Developmental
					Content <u>cont...Personal Investigation</u> ● Refine and develop ideas for final outcomes / resolution of ideas. ● introduction for written Related study. The related study should consist of a guided

	<p>Practical Skills Workshops P.1</p> <ol style="list-style-type: none"> 1. Introduction to FLESH and advanced formal Elements - composition, line, tone, form, contrast, perspective, pattern, scale, colour, lighting. 2. Exploration of media through drawing and printmaking techniques 	<ol style="list-style-type: none"> 2. Exploration of media and techniques through Painting and Sculpture 	<ol style="list-style-type: none"> 2. Creation of final piece and studio exhibition and critique of work 	<p>issues such as:</p> <ul style="list-style-type: none"> • What types of subject matter or genres interest me? • What kind of Artist am I? • What types of materials and media am I interested in using? • Where do I get good ideas for art projects from? • What resources/support do I need to generate a successful Personal Investigation? 	<p>pieces</p> <ul style="list-style-type: none"> • Experimental work • Sketchbook work • On-going critical evaluation of own work • Critical exploration of Art history and others work. 	<p>minimum of 1000 words of extended written response.</p>
	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information <p>INQUISITIVE</p> <ul style="list-style-type: none"> • <i>Wondering & questioning</i> about the nature of Art 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Develop and employ appropriate subject specific vocabulary. Using this vocabulary to articulate in speech and verbalising critical understanding. <p>INQUISITIVE</p> <ul style="list-style-type: none"> • <i>Exploring & investigating</i> the history of Art. • <i>Challenging assumptions</i> about Art images and the role of the artist. 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Presentation of artwork imaginatively using appropriate forms - paper//sketchbooks / display etc <p>COLLABORATIVE</p> <ul style="list-style-type: none"> • <i>Giving & receiving feedback</i> about each other's work and using this to develop more sophisticated responses. • <i>Sharing the 'product'</i> with each other and with an authentic audience beyond the classroom. 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Further strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical understanding of Art <p>PERSISTENT</p> <ul style="list-style-type: none"> • <i>Sticking with difficulty</i> by embracing risk, chance and failure as an important part of the process. • <i>Daring to be different</i> in pursuing an authentic process of enquiry and in the creation of personal and meaningful works of art. 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Conduct strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical understanding of primary sources. • Understanding and the use of pictorial space and real space, composition, rhythm, scale and structure in Fine Art 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Mastery and application of scale appropriate to the chosen work and direction relevant to intentions • Further development of appropriate subject specific vocabulary. Using this vocabulary to articulate in writing/verbalising critical and contextual understanding.
	<p>Assessment Review 1</p> <p>Art skills, presentation of work, and reflecting critically on work and progress.</p>	<p>Assessment Review 2</p> <p>Artskills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Exploration and control of materials skills</p>	<p>Assessment Review 3</p> <p>Art skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Exploration and control of materials skills</p>	<p>Assessment Review 4</p> <p>Art skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others Exploration and control of materials skills</p>	<p>Assessment Review 5</p> <p>Art skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others Exploration and control of materials skills</p>	<p>Assessment</p> <p>Art skills, presentation of work, writing and reflecting critically on work and progress.Exploration and control of materials skills</p> <p>Appropriate research and analysis of the work of others Exploration and control of materials skills.Including related study</p>

	<p>Baseline grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Overall workshop grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Progress grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Overall PPE grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4</p>	<p>Component 1. progression grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Component 1 progression grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>
13	<p>Content cont...Personal investigation</p> <ul style="list-style-type: none"> Refine and develop ideas for final outcomes / resolution of ideas. Decide on final format for Related study. 	<p>Content cont...Personal investigation</p> <ul style="list-style-type: none"> Complete personal investigation - portfolio and related study. Develop and refine final pieces of work. Complete Related Study. Select work to be submitted for assessment. 	<p>Content External set task (from Feb 1st) release of paper.</p> <ul style="list-style-type: none"> Developmental and preparatory work for individual chosen theme for externally set task. 	<p>Content External set task</p> <ul style="list-style-type: none"> Complete external task - portfolio. Develop and refine final pieces of work. Select work to be submitted for assessment. 		
	<p>Skill development Artistic</p> <ul style="list-style-type: none"> Undertaking critical analysis to ascertain and discuss appropriate historical, social and political contexts for written Related study 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> Application of knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of own and others' evaluations 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> Use of knowledge and understanding of the work of others to develop and extend thinking and inform own work Generation and exploration of potential lines of enquiry using appropriate media and techniques 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> Organising, selecting and communicating ideas, solutions and responses, and presenting them in a range of visual, tactile and/or sensory forms. 		
	<p>Assessment Review 1 Art skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Exploration and control of materials Including related study</p> <p>Component 1. progression grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4</p>	<p>Assessment Review 2 Internally marked and externally moderated using the marking criteria. This component is marked out of 120 marks and contributes 60% to the overall grade. Including Related study Deadline for marks 31st May</p> <p>Component 1. Final grade Including related study *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4</p>	<p>Assessment Review 3 Art skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Exploration and control of materials</p> <p>Component 2. progression grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Assessment Review 4 Internally marked and externally moderated using the marking criteria. This component is marked out of 80 marks and contributes 40% to the overall grade. Deadline for marks 31st May</p> <p>Component 2. Final grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4</p>		