

# Long Term Plan

## KS4: GCSE Art and Design

Year 10	Autumn	Spring	Summer
Unit	<p><b><u>Skill Building:</u></b></p> <p>This unit introduces students to a wide range of materials, techniques, and processes to build foundational skills in Art and Design.</p> <p>Students will explore drawing, painting, printmaking, and clay work through structured workshops and guided experimentation. Emphasis will be placed on observational drawing, mark-making, and developing confidence in handling different media. Students will also begin to understand how to analyse and respond to artists' work, laying the groundwork for future personal investigations.</p> <p>The unit culminates in a mini-outcome based on the material or technique each student connects with most successfully.</p>	<p><b><u>Personal Investigation:</u></b></p> <p>This extended unit supports students in developing a personal project that reflects their individual interests, artistic influences, and creative direction. Students initiate their project by selecting a theme or concept, conducting visual and contextual research, and generating initial ideas. They begin to explore how artists influence their thinking and how to record their own observations and insights.</p> <p>Students deepen their understanding through critical analysis and written responses to a chosen artist, learning to articulate how the artist's work informs their own. This continues into the summer term, where they study a second artist, comparing approaches and techniques, and applying this knowledge to their own work. Students focus on refining their ideas and skills, experimenting with media. The term ends with a review of progress and preparation for final outcomes in Year 11.</p> <p>This is an opportunity for student to take ownership of their creative journey. Whether they're drawn to urban landscapes, identity, nature, or pop culture, the personal project will reflect what matters to you. Throughout the 2 terms students will build a sketchbook full of experiments, artist studies, and visual storytelling, leading to a body of work that is truly their own. This is where the students' voice as an artist begins to take shape.</p>	
Skills, Knowledge and Learning	<ul style="list-style-type: none"> <li>Develop confidence in using a range of materials including pencil, charcoal, ink, paint, clay, and printmaking tools.</li> <li>Learn and apply observational drawing techniques, including proportion, tone, texture, and mark-making.</li> <li>Explore and experiment with different media and processes through structured workshops.</li> <li>Understand how to analyse and respond to artists' work through visual and written means.</li> <li>Begin to annotate sketchbooks using appropriate artistic vocabulary.</li> <li>Reflect on personal strengths and preferences in media to inform future work.</li> <li>Practice safe and responsible use of tools and materials in the art room.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a personal theme and plan an individual creative project.</li> <li>Research artists, art movements, and cultural references linked to the theme.</li> <li>Experiment with materials like drawing, painting, mixed media, or 3D techniques.</li> <li>Study and compare at least two artists, looking at their techniques and ideas.</li> <li>Use a sketchbook to: <ul style="list-style-type: none"> <li>Collect visual research and inspiration.</li> <li>Record observational drawings and media tests.</li> <li>Annotate your work using artistic vocabulary.</li> <li>Reflect on your progress and next steps.</li> </ul> </li> <li>Refine ideas by reviewing what works well and making improvements.</li> <li>Build confidence in explaining the artistic choices and the meaning behind the artwork.</li> </ul>	

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<b>NC/Qualification Objectives</b>	<p><b>AO1: Critical Understanding</b> Develop ideas through investigations, demonstrating critical understanding of sources. This includes researching artists, craftspeople, and designers, and documenting your own judgements and opinions about their work.</p> <p><b>AO2: Creative Making</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques, and processes. Students should show development through experimentation and review, improving the quality of their work as it progresses.</p> <p><b>AO3: Reflective Recording</b> Record ideas, observations, and insights relevant to intentions as work progresses. This involves using varied methods to document ideas and experiences, preferably from first-hand sources, and reflecting on their relevance to personal intentions.</p> <p><b>AO4: Personal Presentation</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students should show how their work connects and flows, culminating in a final outcome that clearly communicates their ideas.</p>	
<b>Enrichment/Experiences</b>	<p>Gallery Visit – A trip to a local gallery or exhibition to observe a range of artistic styles and media, encouraging students to make first-hand observations and sketches.</p> <p>Sketchbook Walk – An observational drawing session around the school grounds or local area to collect visual research and develop drawing from life.</p> <p>Artist Workshop – Invite a local artist or craftsperson to deliver a hands-on session in a specific medium (e.g., printmaking or clay).</p> <p>Materials Discovery Day – A carousel-style session where students rotate through stations to try out unfamiliar tools and materials.</p> <p>Peer Showcase – An informal sharing session where students present their favourite experiment or technique to the class, building confidence and reflective skills.</p>	<p>Gallery Visits – Trips to local or national galleries to view a range of contemporary and historical artworks, helping students gather primary research and deepen their understanding of artistic context.</p> <p>Artist Talks or Virtual Interviews – Opportunities to hear directly from practicing artists about their process, influences, and how they develop personal projects.</p> <p>Sketchbook Fieldwork – Visits to local environments (urban, rural, or cultural spaces) to collect observational drawings, photographs, and textures that relate to students' chosen themes.</p> <p>Independent Research Days – Timetabled sessions where students explore their chosen theme through books, online archives, and curated resources, building their contextual understanding.</p> <p>Peer Critique Sessions – Structured opportunities for students to present their work-in-progress, receive feedback, and reflect on how to refine their ideas.</p> <p>Portfolio Development Workshops – Focused sessions on layout, annotation, and presentation to help students build a strong and coherent body of work.</p>

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<b>Curriculum End Point / Goal</b>	<p>By the end of this unit, students will have developed a confident understanding of a range of materials and techniques. They will demonstrate the ability to explore and experiment with media, record observations through drawing and annotation, and begin to make informed decisions about their artistic preferences. Students will produce a mini-outcome that reflects their most successful material or technique, showing early signs of personal direction and creative independence. This foundation will prepare them for deeper conceptual and analytical work in subsequent units.</p>	<p>By the end of this unit, students will have developed a sustained personal project that reflects their individual interests and creative direction. They will demonstrate the ability to:</p> <ul style="list-style-type: none"><li>• Independently select and explore a theme through contextual and visual research.</li><li>• Investigate and respond to the work of at least two artists, showing critical understanding and personal interpretation.</li><li>• Record their journey through a well-structured sketchbook, including observational drawings, media experiments, and thoughtful annotation.</li><li>• Refine and develop their ideas through purposeful experimentation with materials and techniques.</li><li>• Make confident, informed decisions that lead to a cohesive and meaningful body of work.</li><li>• Articulate their artistic intent and evaluate the effectiveness of their creative outcomes.</li></ul> <p>This unit prepares students for Year 11 by helping them grow in confidence, independence, and creative direction—equipping them with the skills and mindset to take their work to the next level.</p>
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Year 11	Autumn	Spring	Summer
Unit	<p><b><u>Personal Investigation: Outcome</u></b></p> <p>In this unit, students bring together the skills, research, and creative development from their personal project to produce a final, resolved outcome. Building on the work completed in the previous two terms, students will refine their ideas through focused experimentation, critical reflection, and purposeful decision-making</p> <p>This is a highly practical term where students are encouraged to work independently, with increasing confidence and control over their materials and techniques. The unit culminates in the creation of a final piece that is personal, meaningful, and demonstrates a deep understanding of visual language.</p>	<p><b><u>Externally Set Assignment: ESA</u></b></p> <p>In this unit, students respond to an externally set assignment provided by the exam board. From a range of starting points, they'll choose a theme that sparks their interest and develop a personal, imaginative response. Through artist research, contextual exploration, and hands-on experimentation, students will shape their ideas into a unique project that reflects their individual voice.</p> <p>This unit builds on the skills, techniques, and creative thinking developed throughout Year 10 and the first term of Year 11. Students will draw on their prior experience with a wide range of materials—such as drawing, painting, printmaking, sculpture, and mixed media—to inform their choices and push their ideas further. They are encouraged to revisit and refine techniques they've previously explored, while also taking creative risks and experimenting with new approaches.</p> <p>The unit culminates in a 10-hour sustained period of focused work, during which students bring their ideas to life with confidence, independence, and a clear sense of purpose.</p>	
Skills, Knowledge and Learning	<ul style="list-style-type: none"> <li>Refine and develop ideas based on feedback and personal reflection.</li> <li>Select and apply materials, techniques, and processes with confidence and control.</li> <li>Use the sketchbook to: <ul style="list-style-type: none"> <li>Plan and test final piece ideas.</li> <li>Record refinements and evaluate progress.</li> <li>Annotate decisions using subject-specific vocabulary.</li> </ul> </li> <li>Demonstrate understanding of visual language through composition, colour, texture, and form.</li> <li>Work independently to manage time, set goals, and meet deadlines.</li> <li>Produce a final outcome that clearly communicates personal intent and creative development.</li> </ul>	<ul style="list-style-type: none"> <li>Visual analysis and critical thinking: Interpreting and responding to a theme through thoughtful research and analysis of artists, designers, and cultural contexts.</li> <li>Media handling and technical proficiency: Applying a range of techniques with increasing control and purpose, including drawing, painting, printmaking, sculpture, photography, and digital media.</li> <li>Idea development and refinement: Generating, exploring, and refining ideas through sketchbook work, supported by purposeful experimentation and reflection.</li> <li>Creative independence: Making informed, personal choices about materials, processes, and presentation, leading to a meaningful and original final outcome.</li> <li>Time management and organisation: Planning and managing a sustained project, including preparation for the 10-hour final piece.</li> <li>Understanding how artists and designers respond to themes and communicate ideas visually.</li> <li>Awareness of how cultural, historical, and social contexts influence creative work.</li> <li>Knowledge of how to document and present a creative journey effectively, including annotation, visual sequencing, and evaluation.</li> </ul>	

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<b>Enrichment/ Experiences</b>	<p>Mock Moderation Day – A simulated assessment experience where students present their work as if for external moderation, helping them understand expectations and build confidence.</p> <p>Studio Days – Extended practical sessions to allow uninterrupted time for students to focus on refining and completing their final piece.</p> <p>Peer Critique Circles – Structured group discussions where students share their progress, receive constructive feedback, and reflect on their creative decisions.</p> <p>Artist-in-Residence Drop-In – Informal mentoring sessions with a visiting artist to support final refinements and offer professional insight.</p> <p>Gallery and museum visits (in person or virtual) to explore how artists respond to themes and present their work in professional settings.</p> <p>Independent research tasks that encourage students to explore diverse cultural, historical, and contemporary contexts relevant to their chosen theme.</p> <p>Access to specialist materials and techniques, including printmaking, clay, photography, or digital media, to support experimentation and personalisation of outcomes.</p> <p>Opportunities for self-directed learning, encouraging students to take ownership of their creative journey.</p> <p>Reflective journaling or annotation to support critical thinking and articulate intentions and progress.</p> <p>Portfolio preparation guidance for students considering post-16 study in art, design, or related fields.</p>

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<b>Curriculum End Point / Goal</b>	<p>By the end of this unit, students will have produced a final, resolved outcome that clearly communicates their personal theme and creative journey. They will demonstrate confident use of materials and techniques, thoughtful refinement of ideas, and a strong understanding of visual language.</p> <p>Their sketchbooks will show a clear progression from research and experimentation to final planning, with purposeful annotation and reflection. Students will be able to explain their artistic intent and evaluate the success of their outcome with clarity and independence.</p>	<p>Pupils will consistently and skilfully record ideas, By the end of this unit, students will have completed a sustained, creative project that demonstrates their ability to independently develop and realise a personal response to a given theme. This marks the culmination of their GCSE Art and Design journey, showcasing the full range of skills, knowledge, and understanding they have built over the course.</p> <p><b>End Point Expectations:</b></p> <ul style="list-style-type: none"><li>- A fully developed body of work that meets all four assessment objectives (AO1–AO4), including research, experimentation, development, and a final outcome.</li><li>- A personal and meaningful final piece, completed during the 10-hour exam, that clearly communicates the student's intentions and creative journey.</li><li>- A coherent and well-presented sketchbook or portfolio, showing critical thinking, contextual understanding, and purposeful decision-making.</li><li>- Evidence of independent working, including time management, problem-solving, and self-reflection.</li></ul> <p>This unit prepares students not only for final assessment but also for future creative study or practice, encouraging them to think critically, work independently, and express themselves with confidence and clarity.</p>
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