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Art and Design Curriculum Intent

GCSE Year 10

The GCSE Art & Design curriculum provides students with opportunities to develop the creative, technical, and critical skills required to produce independent and personal artwork. Through the study of a wide range of artists, designers, photographers, and craftspeople, students gain an understanding of how visual language can communicate ideas, experiences, and perspectives.

Students are encouraged to observe and interpret the world around them from an artistic viewpoint, developing creativity, curiosity, and confidence in their own visual responses. The curriculum promotes experimentation with a variety of materials, techniques, and processes, enabling students to refine their skills and discover their individual strengths and interests.

A key focus of the course is the development of reflective and analytical thinking. Students are expected to challenge themselves through both practical and written work, evaluating and refining their ideas throughout the creative process. Progress is measured holistically through the assessment objectives, which recognise students' ability to develop ideas, explore and experiment with media, record observations, and present meaningful personal outcomes.

GCSE pathways are available in both Art & Design and Photography, allowing students to pursue their creative interests while preparing for further study and future careers within the creative industries.

Term 1
Topic

Natural Forms: Observational Recording and Artist Investigation

Big Picture
What are the main ideas and big questions in this topic?

The GCSE Art & Design course begins with the broad and engaging theme of Natural Forms, providing students with a rigorous foundation in the technical, analytical and creative disciplines required for success within the AQA GCSE Art & Design specification. The project establishes high expectations from the outset, encouraging students to move beyond simply producing artwork towards developing the habits of independent, reflective and ambitious artists.

Natural Forms provides an ideal starting point as it allows students to strengthen observational drawing, develop confidence with a wide range of media and investigate how artists interpret the natural world through different processes and perspectives. Throughout the project, students develop increasingly sophisticated understanding of the four Assessment Objectives, recognising that successful GCSE outcomes are built through sustained investigation, continual experimentation, careful refinement and purposeful personal responses.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by developing students' substantive knowledge through first-hand observation of shells, flowers, leaves, seed heads and other organic forms. Students investigate the visual characteristics of natural objects, recognising how structure, proportion, texture, pattern and form provide endless opportunities for artistic interpretation. Through teacher demonstrations and carefully sequenced practical activities, students revisit and extend the formal elements developed

throughout Key Stage 3, applying them with increasing precision and technical confidence. Teacher modelling explicitly demonstrates observational drawing techniques using graphite, fineliner, ink and coloured pencil, enabling students to develop increasingly accurate recording skills from direct observation. Specialist vocabulary including contour, proportion, tonal value, composition, texture, structure, organic form, positive space, negative space and visual analysis is explicitly taught and revisited through practical work, annotation and discussion.

Alongside observational studies, students begin investigating the work of Andy Goldsworthy, developing substantive knowledge of his environmental sculpture, temporary installations and relationship with the natural landscape. Through structured artist analysis, students explore how Goldsworthy records, manipulates and celebrates natural materials whilst considering the conceptual ideas underpinning his work. Students increasingly understand that artist research extends beyond biography to include critical analysis of techniques, processes, context and creative intention.

Throughout the enquiry, students continually develop disciplinary knowledge by recording first-hand observations, analysing artists, experimenting with media and reflecting critically upon their own work. Sketchbooks become professional working journals that document research, observational studies, written analysis, technical experimentation and ongoing refinement. Students are encouraged to annotate thoughtfully, using specialist vocabulary to justify artistic decisions and identify opportunities for further development.

Teacher guidance gradually reduces as students become increasingly responsible for selecting compositions, evaluating their own work and responding constructively to feedback. Individual critiques, paired discussion and written reflection strengthen students' oracy and analytical thinking, enabling them to discuss artistic practice with increasing confidence and precision. The enquiry concludes with students producing a sustained body of observational studies and artist investigations that establish the foundations of their GCSE portfolio. By combining first-hand recording with increasingly sophisticated contextual understanding, students begin developing the technical discipline, resilience and independent thinking that characterise successful GCSE artists.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*

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Students begin Year 10 having developed secure understanding of the formal elements through the Key Stage 3 curriculum, alongside experience of observational drawing, colour theory, tonal studies, abstraction, printmaking and three-dimensional outcomes. They have investigated a range of artists and understand how sketchbooks function as working journals in which ideas are explored, refined and evaluated. Students also enter GCSE with growing confidence in using specialist vocabulary, analysing artists and reflecting upon their own work. These foundations enable students to transition from teacher-directed learning towards increasingly independent artistic enquiry, whilst recognising that GCSE demands greater technical accuracy, resilience and personal ownership than previous key stages.	This enquiry establishes the standard for the entire GCSE course. Students are expected to move beyond competent observational drawing towards producing sophisticated, highly refined work that demonstrates genuine curiosity, resilience and independence. Rather than aiming simply to meet the assessment criteria, students are challenged to think critically, embrace experimentation and continually refine their work in pursuit of exceptional outcomes. Stretch is embedded throughout the enquiry by expecting students to produce sustained observational studies with increasing technical accuracy, undertake deeper contextual investigations and evaluate their work with honesty and precision. Teacher feedback consistently encourages students to push beyond first ideas, revisit unsuccessful outcomes and refine their work repeatedly, reflecting the professional practice of accomplished artists. Students are introduced to exemplar Grade 8 and Grade 9 portfolios, enabling them to understand the qualities that distinguish the highest attaining work. High expectations are established from the outset, reinforcing that exceptional outcomes are achieved through sustained commitment, creative risk-taking and relentless refinement rather than natural ability alone.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry directly addresses the requirements of the AQA GCSE Art & Design specification, particularly the development of AO1 (Develop Ideas) and AO3 (Record Observations). Students investigate contextual sources whilst producing sustained first-hand observational studies, laying the foundations upon which later experimentation, refinement and personal responses will be built. The enquiry also supports wider school priorities by strengthening literacy through analytical writing, oracy through structured critique and resilience through iterative improvement. Students develop transferable habits of enquiry, reflection and independent learning that support success across the wider curriculum.	Students are encouraged to explore Natural Forms beyond the classroom through visits to botanical gardens, sculpture parks, museums and galleries, recognising how artists continue to find inspiration within the natural world. Digital collections from institutions including the Royal Academy, Kew Gardens, the Victoria and Albert Museum and Tate provide opportunities to investigate artists, sketchbooks and exhibitions independently. Contemporary environmental artists, illustrators and designers are explored through documentaries, artist interviews and online exhibitions, broadening students' understanding of the diverse ways in which nature continues influencing creative practice today.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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Natural Forms provides meaningful opportunities for students to explore the relationship between art, science and the environment. Students develop spiritual understanding through close observation of the complexity, beauty and diversity of the natural world, recognising how artists communicate wonder, curiosity and emotional connection through creative practice.

Social and cultural understanding is strengthened through investigating how artists from different cultures interpret nature, whilst moral understanding develops through considering environmental sustainability, conservation and humanity's relationship with the natural environment. Students recognise that artists often play an important role in raising awareness of environmental issues through visual communication.

This enquiry explicitly develops the following Skills Builder Universal Framework competencies:

- Creativity – Students generate original ideas, explore multiple artistic solutions and take creative risks whilst developing increasingly personal responses.
- Problem Solving – Students overcome technical challenges through experimentation, evaluation and continual refinement of materials, processes and compositions.

This enquiry provides authentic insight into careers within the creative industries, including:

- Botanical Illustrator – Combining scientific accuracy with exceptional observational drawing to produce illustrations for books, research publications and museums.
- Environmental Artist – Creating installations and sculptures inspired by the natural world to raise awareness of environmental issues and connect people with nature.
- Ceramic Designer – Designing and producing functional or decorative ceramic products for galleries, interior design, manufacturing and commercial production.

Students recognise that the observational drawing, critical thinking, technical refinement and creative problem-solving developed throughout this enquiry are highly valued across both creative and wider professional industries.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that enable students to develop technical confidence whilst working increasingly independently. • Sketchbooks used as professional working journals to record observations, experiment with techniques, annotate artist research and refine ideas. • Teacher modelling, live demonstrations and visualisers to explicitly teach observational drawing, annotation and practical techniques. • First-hand observational resources including shells, flowers, leaves, seed heads and other natural forms.	**Baseline Assessment** Students complete a sustained observational drawing and portfolio audit to establish technical strengths, identify developmental priorities and introduce the expectations of GCSE study. **Mid-Point Assessment** An assessed observational study and Andy Goldsworthy investigation demonstrate students' ability to record from first-hand observation whilst developing contextual understanding through written analysis. **End of Term Assessment**

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• High-quality exemplar GCSE portfolios, including Grade 8–9 examples, to establish ambitious expectations and support self-assessment.
• Practical media including graphite, coloured pencil, fineliner, ink, charcoal and mixed media.
• Artist books, exhibition catalogues and gallery resources to support contextual understanding.
• Retrieval activities, subject-specific vocabulary displays and AQA Assessment Objective displays.
• Digital resources and gallery collections including:
  ○ Tate: https://www.tate.org.uk
  ○ Royal Academy of Arts: https://www.royalacademy.org.uk
  ○ Google Arts & Culture: https://artsandculture.google.com
  ○ Kew Gardens: https://www.kew.org
  ○ AQA GCSE Art & Design: https://www.aqa.org.uk/subjects/art-and-design
•
	Students submit the opening section of their GCSE portfolio, demonstrating sustained observational recording, artist investigation and reflective annotation that provides strong evidence towards AO1 and AO3.
	40% Substantive Knowledge
	Students demonstrate knowledge and understanding of:
	• the visual characteristics of Natural Forms
	• Andy Goldsworthy's artistic practice and creative intentions
	• observational drawing conventions
	• composition, proportion, texture and structure
	• specialist vocabulary including contour, tonal value, composition, organic form, visual analysis and contextual investigation
	• the purpose of AO1 and AO3 within the AQA GCSE specification.
	60% Disciplinary Knowledge
	Students demonstrate their ability to:
	• record accurately from first-hand observation
	• investigate and analyse artists critically
	• annotate work using sophisticated specialist vocabulary
	• experiment with drawing media and techniques
	• refine work in response to feedback and self-evaluation
	• present increasingly independent, ambitious and technically accomplished portfolio work that reflects the expectations of high-grade GCSE outcomes.

Term 2 Topic		**Natural Forms: Developing Ideas Through Artist Investigation**

Big Picture
What are the main ideas and big questions in this topic?

Building upon the observational recording skills established during Term 1, students now deepen their understanding of how artists transform natural forms into highly personal and expressive works of art. Through the study of **Georgia O'Keeffe** and **Karl Blossfeldt**, students investigate contrasting artistic approaches whilst extending their own practical skills through experimentation with media, composition and scale. The enquiry strengthens students' ability to develop ideas through contextual research and informed experimentation, encouraging increasingly independent decision-making in preparation for the more sustained portfolio work that follows.

The curriculum is ambitious for every learner. Through experimentation, reflection and refinement, pupils develop increasingly sophisticated artistic decision-making, learning that colour is not simply decorative but a powerful visual language that enables artists to communicate ideas, mood and emotion.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by revisiting the observational studies completed during Term 1, encouraging students to reflect upon teacher feedback and identify opportunities for further refinement. Students continue to strengthen their substantive knowledge by investigating how artists interpret the natural world in contrasting ways. Through the study of Georgia O'Keeffe, students explore enlarged scale, expressive colour, abstraction and composition, recognising how careful observation can be transformed into powerful personal imagery. Alongside this, students investigate the detailed botanical photography of Karl Blossfeldt, developing an appreciation of precision, structure, repetition and pattern within natural forms.

Teacher modelling explicitly demonstrates how artists develop ideas from observational studies rather than copying directly from photographs or existing artwork. Students investigate how composition, cropping, enlargement, tonal contrast and media selection can dramatically alter the impact of an image. Specialist vocabulary including magnification, abstraction, focal point, composition, contrast, rhythm, scale, structure, pattern, expressive colour, contextual analysis and creative intention is explicitly taught and continually reinforced through annotation, discussion and practical investigations.

Throughout the enquiry, students develop increasingly sophisticated disciplinary knowledge by experimenting with a broad range of materials, techniques and processes. Practical investigations encourage students to manipulate composition, combine media, explore colour relationships and refine observational studies into increasingly personal responses. Sketchbooks continue to function as professional working journals in which students record artist research, annotate practical experiments, evaluate successes and identify purposeful next steps.

Students are challenged to analyse artists critically rather than descriptively, considering historical context, artistic intention and the visual impact of different creative decisions. Teacher feedback and structured critique encourage increasingly independent thinking, enabling students to justify their own artistic choices using accurate specialist vocabulary and thoughtful written analysis. As the enquiry progresses, teacher guidance gradually reduces, allowing students greater ownership over compositional decisions, media selection and creative direction. Students are expected to revisit and improve previous work, recognising that successful GCSE portfolios demonstrate continual refinement rather than isolated finished pieces.

The enquiry concludes with students producing a sustained developmental portfolio that demonstrates increasingly confident experimentation, thoughtful artist analysis and purposeful refinement. By synthesising contextual understanding with practical investigation, students strengthen evidence towards AO1, AO2 and AO3, whilst developing the creative confidence required to produce increasingly sophisticated personal outcomes later in the course.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon the observational drawing, tonal rendering and artist investigation developed during Term 1. They understand how sketchbooks function as professional working journals and have established secure foundations in recording from first-hand observation. Students also understand

Pitch Up
How will we challenge ourselves?

This enquiry marks an important transition from accurate recording towards increasingly personal artistic interpretation. Students are expected to move beyond reproducing what they see, making deliberate creative decisions about composition, scale, colour and media that reflect the influence of artists whilst developing their own visual language.

the purpose of AO1 and AO3 and are now ready to extend these through increasingly purposeful experimentation and contextual investigation.	Stretch is embedded by encouraging students to compare contrasting artists critically, experiment confidently with unfamiliar materials and continually revisit their work through refinement and evaluation. Students are expected to justify every artistic decision through thoughtful annotation and discussion, demonstrating increasing independence and resilience throughout the creative process. Exemplar Grade 8 and Grade 9 portfolio pages are used to demonstrate how sustained experimentation, analytical thinking and continual refinement distinguish the highest attaining GCSE work. Students are encouraged to take creative risks, challenge initial ideas and recognise that exceptional outcomes emerge through thoughtful development rather than producing a single successful piece.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry continues to address the AQA GCSE Art & Design specification, with particular emphasis on AO1 (Develop Ideas) through contextual investigation, AO2 (Refine Work) through practical experimentation and AO3 (Record Observations) through continued observational studies. Students strengthen literacy through analytical annotation, develop oracy through structured critique and improve independent learning through self-directed experimentation and reflective evaluation.	Students broaden their understanding of artistic practice by exploring how flowers, plants and organic forms have inspired artists, photographers and designers across different cultures and historical periods. Gallery collections, documentaries and artist interviews encourage students to appreciate how observation can lead to abstraction, symbolism and highly personal artistic interpretation. Independent research is encouraged through exploring exhibitions and online collections from Tate, The Museum of Modern Art (MoMA), The Georgia O'Keeffe Museum and Google Arts & Culture, enabling students to investigate sketchbooks, preparatory studies and completed works beyond the classroom.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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The study of Natural Forms continues to provide meaningful opportunities for students to explore how artists observe, interpret and transform the natural world into expressive visual outcomes. Students develop spiritual understanding through careful observation of natural structures, recognising how artists communicate emotion, symbolism and personal meaning through colour, composition and abstraction.

Social and cultural understanding is strengthened through investigating how artists from different countries and historical periods have interpreted nature in distinctive ways, whilst moral understanding develops through considering the importance of biodiversity, conservation and the value of recording the natural environment through art. Students recognise that artistic interpretation often reflects personal experiences, cultural identity and wider environmental concerns.

This enquiry explicitly develops the following Skills Builder Universal Framework competencies:

- Creativity – Students explore increasingly original visual ideas by experimenting with composition, media and artistic interpretation.
- Problem Solving – Students refine techniques, evaluate outcomes and adapt creative decisions in response to experimentation and feedback.
- Speaking – Students confidently discuss artists, justify creative choices and evaluate practical outcomes using increasingly sophisticated specialist vocabulary.
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This enquiry provides authentic insight into careers within the creative industries, including:

- Fine Artist – Developing original ideas inspired by observation, personal experiences and sustained artistic investigation.
- Scientific Illustrator – Combining exceptional observational accuracy with specialist knowledge to communicate complex scientific information visually.
- Photographer – Using composition, scale, lighting and close observation to capture and interpret natural subjects for editorial, commercial or artistic purposes.

Students recognise that the observational drawing, analytical thinking, experimentation and visual communication developed throughout this enquiry are highly valued across both creative professions and the wider world of work.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that enable students to develop increasingly sophisticated observational and analytical skills.

- Sketchbooks used as professional working journals to develop ideas, record experimentation and evaluate artistic decisions.
- Teacher modelling, live demonstrations and visualisers to explicitly teach media experimentation, composition and annotation.
- First-hand observational resources including flowers, plants, shells and natural objects.

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment
Students review and refine observational studies from Term 1, identifying strengths and areas for development through self and teacher assessment.

Mid-Point Assessment
Students complete an assessed artist investigation comparing Georgia O'Keeffe and Karl Blossfeldt, demonstrating contextual understanding alongside practical experimentation.

End of Term Assessment
Students submit a portfolio section demonstrating sustained artist investigation, practical experimentation and thoughtful refinement, providing clear evidence towards AO1, AO2 and AO3.

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• High-quality exemplar GCSE portfolio pages, including Grade 8–9 examples, demonstrating sustained development and refinement.
• Practical media including graphite, coloured pencil, watercolour, acrylic paint, ink and mixed media.
• Artist monographs, gallery publications and retrieval activities linked to Georgia O'Keeffe and Karl Blossfeldt.
• Subject-specific vocabulary displays and AQA Assessment Objective guidance.
• Digital resources including:
  ○ Tate – https://www.tate.org.uk
  ○ Georgia O'Keeffe Museum – https://www.okeeffemuseum.org
  ○ Google Arts & Culture – https://artsandculture.google.com
  ○ AQA GCSE Art & Design – https://www.aqa.org.uk/subjects/art-and-design
	40% Substantive Knowledge
	Students demonstrate knowledge and understanding of:
	• Georgia O'Keeffe's artistic style and creative intentions.
	• Karl Blossfeldt's photographic studies and observational practice.
	• Composition, magnification, abstraction, expressive colour and pattern.
	• Specialist vocabulary including focal point, rhythm, contextual analysis, creative intention and experimentation.
	• The contribution of AO1, AO2 and AO3 to successful GCSE portfolio development.
	60% Disciplinary Knowledge
	Students demonstrate their ability to:
	• Analyse and compare artists critically.
	• Develop ideas through sustained experimentation.
	• Refine compositions using feedback and evaluation.
	• Apply a range of media confidently and purposefully.
	• Annotate work using sophisticated specialist vocabulary.
	• Produce increasingly independent portfolio work that reflects the qualities of high-attaining GCSE artists.

Term 3 Topic		**Natural Forms: Printmaking and Creative Experimentation**

Big Picture
What are the main ideas and big questions in this topic?

Having established strong observational recording skills and contextual understanding during the first half of the course, students now focus on refining and developing their ideas through specialist printmaking processes. This enquiry introduces students to the creative possibilities of mono-printing, polyboard printing and lino printing, encouraging them to experiment confidently with materials whilst making increasingly independent artistic decisions.

Through the study of Angie Lewin and contemporary printmaking, students strengthen their understanding of how artists manipulate texture, pattern, colour and composition to communicate personal responses to the natural world.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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The enquiry begins by introducing students to printmaking as both a historical and contemporary artistic process, developing substantive knowledge of how artists use repeated imagery, texture and layering to communicate ideas. Students investigate the work of Angie Lewin, analysing how observational studies are transformed into expressive prints through simplification, careful composition and confident use of line and pattern. Through contextual research, students explore how printmaking has evolved as both a fine art discipline and a commercial design process, recognising its continuing influence across illustration, textiles and surface pattern design.

Teacher demonstrations explicitly model mono-printing, polyboard printing and lino printing techniques, introducing safe working practices, registration, inking, carving and printing processes. Students investigate specialist vocabulary including relief print, registration, edition, reduction print, impression, transfer, texture, positive and negative space, repeat pattern, surface design and refinement, applying this language confidently through annotation, discussion and evaluation.

Throughout the enquiry, students strengthen their disciplinary knowledge by working experimentally rather than seeking immediate perfection. Sketchbooks continue to function as professional working journals in which students record practical investigations, annotate experiments, compare printing processes and evaluate the effectiveness of different materials and techniques. Students are encouraged to revisit observational studies completed during earlier terms, recognising that successful artists continually return to previous work to develop increasingly sophisticated ideas.

Practical investigations encourage students to explore colour layering, texture, repeated imagery and compositional variation through multiple printmaking techniques. Teacher modelling gradually reduces throughout the enquiry, encouraging students to solve technical challenges independently whilst making increasingly informed decisions about process, presentation and artistic intention.

Structured critique, written reflection and teacher conferencing continue developing students' oracy, enabling them to discuss technical successes, identify areas for refinement and justify their creative decisions using increasingly sophisticated specialist vocabulary. Students are expected to evaluate each print critically, using reflection to inform subsequent experimentation and strengthen the quality of their portfolio evidence.

The enquiry concludes with students producing a sustained body of printmaking experiments and refined outcomes that demonstrate technical confidence, creative exploration and purposeful development. By combining contextual understanding with continual experimentation, students generate strong evidence towards AO2 whilst further strengthening AO1 and AO3, preparing them for increasingly independent portfolio work later in the course.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students enter this enquiry with secure observational drawing skills, contextual understanding of artists and growing confidence in developing ideas through experimentation. They have established a professional approach to sketchbook work and understand the importance of annotation, refinement and evaluation. These foundations now enable students to investigate specialist printmaking processes with increasing independence and technical confidence.	This enquiry expects students to embrace experimentation as a fundamental part of professional artistic practice. Students are challenged to move beyond producing single successful prints, instead creating sustained investigations that demonstrate continual refinement, thoughtful evaluation and creative risk-taking. Stretch is achieved through encouraging students to compare multiple printing processes, solve technical challenges independently and refine compositions

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	through repeated practical investigation. Students are expected to justify why particular printmaking techniques are appropriate for communicating their artistic intentions, demonstrating increasingly mature decision-making throughout the enquiry. Grade 8 and Grade 9 exemplar portfolios demonstrate how sustained experimentation, technical precision and reflective evaluation distinguish exceptional GCSE coursework. Students are encouraged to view every practical investigation as an opportunity to improve, recognising that ambitious portfolios are built through resilience, curiosity and continual refinement.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry focuses particularly on AO2 (Refine Work) by encouraging students to experiment confidently with specialist printmaking techniques whilst continually evaluating and improving their creative decisions. Students continue strengthening AO1 through artist investigation and AO3 through recording practical developments, ensuring that all practical work contributes purposefully towards their GCSE portfolio. Literacy is developed through evaluative annotation, whilst independent learning and resilience are strengthened through sustained practical investigation and iterative improvement.	Students broaden their understanding of printmaking by exploring its role within contemporary fine art, publishing, textiles, illustration and commercial design. They investigate how artists continue to use traditional printing techniques alongside digital technologies, recognising the continued relevance of printmaking within modern creative industries. Independent research is encouraged through exploring collections from The Royal Academy, Tate, The Ashmolean Museum, The Hepworth Wakefield and Google Arts & Culture, alongside documentaries and interviews with practising printmakers.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Printmaking provides meaningful opportunities for students to explore how traditional artistic processes continue to influence contemporary design, illustration and visual communication. Students develop spiritual understanding through recognising the satisfaction of craftsmanship, precision and creative experimentation, appreciating how repeated refinement enables artists to transform simple observations into sophisticated visual outcomes.

Social and cultural understanding is strengthened through investigating how printmaking has been used across different cultures to communicate ideas, record history and produce affordable works of art, whilst moral understanding develops through considering sustainable studio practice, responsible use of materials and the value of preserving traditional artistic techniques within an increasingly digital world.

This enquiry explicitly develops the following Skills Builder Universal Framework competencies:

- Problem Solving – Students overcome technical challenges through experimentation, evaluation and continual refinement of printmaking processes.

- Creativity – Students manipulate colour, texture, composition and pattern to produce increasingly original and personal printed outcomes.
- Listening – Students respond thoughtfully to demonstrations, teacher feedback and peer critique to improve the quality and technical accuracy of their work.

This enquiry provides authentic insight into careers within the creative industries, including:

- Printmaker – Producing original fine art prints for galleries, exhibitions and private commissions using traditional and contemporary printing techniques.
- Surface Pattern Designer – Creating repeat patterns and decorative designs for textiles, wallpaper, homeware and fashion products.
- Textile Designer – Applying printmaking processes to develop fabrics, garments and commercial products for the fashion and interiors industries.

Students recognise that the experimentation, technical precision, evaluation and creative problem-solving developed throughout this enquiry are valued across both the creative industries and a wide range of professional careers.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that develop confidence in specialist printmaking techniques.

- Sketchbooks used as professional working journals to document experimentation, annotation and technical refinement.
- Teacher modelling, live demonstrations and visualisers to explicitly teach printmaking processes and safe studio practice.
- Printmaking equipment including mono-printing materials, polyboard, lino blocks, carving tools, rollers, inks and specialist papers.
- High-quality exemplar GCSE portfolios demonstrating successful experimentation and refinement.
- Artist monographs, gallery publications and contextual resources focusing on Angie Lewin and contemporary printmakers.
- Retrieval activities, specialist vocabulary displays and AQA Assessment Objective guidance.
- Digital resources including:
  - Tate – https://www.tate.org.uk
  - Royal Academy of Arts – https://www.royalacademy.org.uk

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment

Students review and evaluate previous portfolio work, identifying opportunities to develop observational studies through printmaking techniques.

Mid-Point Assessment

Students complete an assessed printmaking investigation demonstrating experimentation with mono-printing, polyboard printing and lino printing alongside contextual annotation.

End of Term Assessment

Students submit a sustained portfolio section demonstrating confident experimentation, technical refinement and increasingly independent creative decision-making, providing strong evidence towards AO2.

40% Substantive Knowledge

Students demonstrate knowledge and understanding of:

- The work of Angie Lewin and contemporary printmakers.
- Mono-printing, polyboard printing and lino printing processes.
- Registration, editions, texture, surface pattern and printmaking terminology.
- How artists develop observational studies through specialist printmaking techniques.
- The contribution of AO2 within successful GCSE portfolio development.

60% Disciplinary Knowledge

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○ Google Arts & Culture – https://artsandculture.google.com ○ AQA GCSE Art & Design – https://www.aqa.org.uk/subjects/art-and-design	Students demonstrate their ability to: • Experiment confidently with specialist printmaking techniques. • Refine practical outcomes through evaluation and repeated investigation. • Analyse artists and contextual sources critically. • Annotate experimentation using accurate specialist vocabulary. • Select appropriate printmaking processes to communicate artistic intentions. • Produce increasingly independent and technically accomplished portfolio work.

Term 4
Topic

Natural Forms: Ceramics and Three-Dimensional Development

Big Picture
What are the main ideas and big questions in this topic?

Building upon the experimental printmaking investigations completed during Term 3, students now extend their understanding of Natural Forms into three-dimensional ceramics. This enquiry challenges students to translate observational studies, artist research and printmaking experiments into sculptural outcomes, encouraging increasingly independent decision-making whilst developing technical confidence with clay construction and surface decoration. Students continue strengthening their GCSE portfolio by demonstrating how ideas can be refined and realised through a different artistic medium, preparing them for increasingly personal responses during the remainder of the course.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by introducing students to ceramics as both an artistic discipline and a contemporary design practice. Students develop substantive knowledge by investigating how ceramic artists interpret natural forms through relief, texture, pattern and surface decoration. Building upon previous observational studies, students explore how shape, form and structure can be manipulated to communicate personal responses whilst maintaining clear links to the Natural Forms theme. Teacher demonstrations explicitly model clay preparation, slab construction, joining techniques, relief work, carving, impressing textures and glazing processes. Students investigate specialist vocabulary including slip, score, slab construction, relief, bisque firing, glaze, texture, form, surface decoration, kiln, embossing, incision and three-dimensional composition, applying this language confidently through annotation, discussion and practical evaluation.

Students investigate contemporary ceramic artists whose work is inspired by plants, flowers and organic structures, analysing how artists combine observation with creativity to produce functional and decorative ceramic outcomes. Through contextual research, students strengthen their understanding of how ceramics combines artistic expression with craftsmanship, recognising its importance across both fine art and commercial design.

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Throughout the enquiry, students continue developing disciplinary knowledge by transforming two-dimensional research into three-dimensional outcomes. Sketchbooks remain professional working journals, documenting design development, material experimentation, artist investigations and reflective evaluation. Students are encouraged to test multiple ideas before selecting the most successful designs, recognising that thoughtful refinement remains central to successful GCSE coursework. Teacher guidance gradually reduces as students make increasingly independent decisions regarding composition, texture, relief and glazing. Students are expected to justify how their ceramic designs have evolved from earlier observational studies and artist investigations, demonstrating clear progression across their portfolio rather than treating each outcome as an isolated task.

Structured critique, teacher conferencing and written reflection continue strengthening students' oracy, encouraging them to evaluate technical successes, identify improvements and explain how their practical decisions communicate their artistic intentions.

The enquiry concludes with students producing a carefully refined ceramic outcome inspired by Natural Forms. By synthesising observational recording, artist research, printmaking experimentation and ceramic techniques, students demonstrate increasing confidence in selecting appropriate materials and processes to realise ambitious personal ideas. The enquiry strengthens evidence towards AO2 and AO4, whilst continuing to reinforce the interconnected nature of all four Assessment Objectives.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students enter this enquiry with secure observational drawing skills, contextual understanding of artists and increasing confidence in experimenting with specialist printmaking techniques. They understand that successful GCSE portfolios develop through continual refinement and are now ready to apply these principles within three-dimensional design and construction.	This enquiry challenges students to think beyond surface decoration by considering how ideas can be communicated through structure, texture and form. Students are expected to move confidently between two-dimensional and three-dimensional thinking, selecting construction techniques that best communicate their artistic intentions rather than relying solely on teacher direction. Stretch is embedded through encouraging increasingly ambitious ceramic designs, careful planning of surface decoration and continual refinement throughout the making process. Students are expected to solve technical challenges independently, evaluate practical outcomes honestly and demonstrate resilience when working with unfamiliar materials. Exemplar Grade 8 and Grade 9 ceramic portfolios demonstrate how thoughtful craftsmanship, technical precision and sophisticated design development contribute towards exceptional GCSE outcomes. Students are encouraged to embrace complexity, refine details and produce ceramic work that reflects genuine personal creativity rather than simply replicating examples.

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Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry continues developing evidence across all four AQA Assessment Objectives, with particular emphasis upon AO2 (Refine Work) through experimentation with ceramic processes and AO4 (Present a Personal Response) through the creation of an ambitious three-dimensional outcome informed by sustained research and development.

Students continue strengthening literacy through annotation, independent evaluation and contextual analysis whilst developing resilience, creative confidence and increasingly sophisticated practical decision-making.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students broaden their understanding of ceramics through investigating contemporary ceramic artists, sculptors and designers whose work is inspired by natural forms. They explore how ceramics has evolved across different cultures and historical periods, recognising its importance within architecture, craft, product design and contemporary fine art.

Independent research is encouraged through gallery collections, artist interviews and museum resources including The Victoria and Albert Museum, The Crafts Council, Tate and Google Arts & Culture, allowing students to explore both historical and contemporary ceramic practice beyond the classroom.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The study of ceramics provides meaningful opportunities for students to explore how artists transform observations of the natural world into tactile, three-dimensional forms. Students develop spiritual understanding through appreciating the craftsmanship, patience and creativity involved in shaping raw materials into finished artistic outcomes, recognising how ceramics allows artists to celebrate the beauty and structure of the natural environment.

Social and cultural understanding is strengthened through exploring ceramic traditions from different cultures and historical periods, whilst moral understanding develops through discussions around sustainable making practices, responsible use of natural resources and the value of preserving traditional craft techniques within contemporary society.

This enquiry explicitly develops the following Skills Builder Universal Framework competencies:

- Problem Solving – Students overcome technical challenges through planning, construction, refinement and evaluation of ceramic processes.
- Creativity – Students transform observational studies into increasingly personal three-dimensional outcomes through thoughtful experimentation and design development.
- Speaking – Students confidently explain design choices, evaluate practical outcomes and discuss artists using increasingly sophisticated specialist vocabulary.

- This enquiry provides authentic insight into careers within the creative industries, including:
- Ceramic Designer – Designing decorative and functional ceramic products for galleries, manufacturers, interior designers and commercial retailers.
- Sculptor – Creating three-dimensional artworks for public spaces, exhibitions, private commissions and community projects using a variety of materials.
- Product Designer – Developing innovative products that combine aesthetics, functionality and creative problem-solving for commercial manufacture.

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Believe and Achieve

Students recognise that the craftsmanship, design thinking, resilience and technical refinement developed throughout this enquiry are highly transferable across both the creative industries and wider professional careers.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that develop confidence in ceramic techniques and three-dimensional design.

- Sketchbooks used as professional working journals to record design ideas, experimentation and reflective evaluation.
- Teacher modelling, live demonstrations and visualisers to explicitly teach clay construction, relief techniques and glazing processes.
- Clay, slip, modelling tools, texture tools, glazes and kiln-fired ceramic equipment.
- High-quality exemplar GCSE portfolios demonstrating ambitious ceramic outcomes and sustained design development.
- Artist monographs, museum resources and contextual studies linked to contemporary ceramic artists.
- Retrieval activities, specialist vocabulary displays and AQA Assessment Objective guidance.
- Digital resources including:
  - Victoria and Albert Museum – https://www.vam.ac.uk
  - Crafts Council – https://www.craftscouncil.org.uk
  - Tate – https://www.tate.org.uk
  - Google Arts & Culture – https://artsandculture.google.com
  - AQA GCSE Art & Design – https://www.aqa.org.uk/subjects/art-and-design

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment

Students review printmaking investigations and develop initial ceramic design proposals informed by observational studies and artist research.

Mid-Point Assessment

Students complete an assessed ceramic construction demonstrating technical control, experimentation and thoughtful development of surface decoration.

End of Term Assessment

Students submit a completed ceramic outcome supported by design development, artist research and reflective evaluation, providing strong evidence towards **AO2** and **AO4**.

40% Substantive Knowledge

Students demonstrate knowledge and understanding of:

- Contemporary ceramic artists inspired by natural forms.
- Ceramic construction methods, glazing techniques and surface decoration.
- Specialist vocabulary including slab construction, slip, relief, bisque firing, embossing, incision, glaze and kiln.
- The relationship between two-dimensional research and three-dimensional artistic outcomes.
- How AO2 and AO4 contribute to successful GCSE portfolio development.

60% Disciplinary Knowledge

Students demonstrate their ability to:

- Develop original ceramic designs from observational research.
- Apply clay construction and glazing techniques confidently and safely.
- Refine outcomes through continual evaluation and practical problem-solving.
- Analyse artists and contextual sources critically.
- Annotate practical development using accurate specialist vocabulary.
- Produce increasingly independent three-dimensional outcomes that demonstrate creativity, technical confidence and ambitious artistic thinking.

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Term 5 Topic	**Natural Forms: Personal Investigation and Portfolio Development**

Big Picture
What are the main ideas and big questions in this topic?

Following the development of observational drawing, artist research, printmaking and ceramics, students now synthesise their learning into an increasingly independent personal investigation. This enquiry encourages students to make informed creative decisions, selecting materials, processes and artists that best communicate their own ideas inspired by the Natural Forms theme. Students begin working with greater autonomy, refining their portfolio through sustained experimentation and thoughtful evaluation in preparation for the demands of Year 11 and the externally set assignment.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by reviewing the portfolio developed throughout Year 10. Students revisit observational drawings, artist investigations, printmaking experiments and ceramic outcomes, identifying strengths alongside opportunities for further refinement. Teacher guidance supports students in recognising how successful GCSE portfolios demonstrate continuity, with each page contributing towards a coherent creative journey rather than a collection of disconnected outcomes.

Students strengthen their substantive knowledge by revisiting artists previously studied whilst introducing additional contextual references that support increasingly personal investigations. They evaluate how different artists communicate ideas through materials, composition, colour, texture and symbolism, selecting influences that genuinely inform their own developing style rather than simply replicating existing work.

Teacher modelling demonstrates how professional artists revisit, edit and refine ideas throughout the creative process. Students investigate how experimentation, annotation and critical reflection contribute to increasingly sophisticated outcomes, recognising that successful portfolios continually evolve through purposeful decision-making.

Throughout the enquiry, students develop increasingly independent disciplinary knowledge by selecting appropriate media, techniques and processes to communicate their artistic intentions. Sketchbooks continue to function as professional working journals, documenting experimentation, contextual analysis, technical refinement and evaluative reflection. Students are expected to revisit earlier work where appropriate, improving observational studies, extending practical investigations and strengthening visual links across their portfolio.

Structured critiques, individual tutorials and teacher conferencing encourage students to articulate their artistic intentions using increasingly confident specialist vocabulary. Students evaluate the effectiveness of their work against the AQA Assessment Objectives, using feedback to identify purposeful next steps and refine their creative direction.

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As the enquiry progresses, teacher support gradually reduces, enabling students to demonstrate greater ownership over their portfolio. Students make increasingly informed decisions regarding composition, scale, media selection and presentation, recognising that successful GCSE artists demonstrate independence alongside technical competence.

The enquiry concludes with students producing a sustained body of portfolio work that reflects increasingly mature artistic judgement, confident experimentation and thoughtful refinement. By bringing together the knowledge and skills developed throughout Year 10, students establish a strong foundation for the externally set assignment and the independent investigations of Year 11.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students have developed secure observational drawing skills, investigated a range of artists and experimented confidently with drawing, painting, printmaking and ceramics. They understand how sketchbooks function as professional working journals and appreciate the importance of refinement, experimentation and critical reflection within successful GCSE coursework.

Pitch Up

How will we challenge ourselves?

This enquiry expects students to become increasingly independent artists. Rather than following prescribed outcomes, students are challenged to make informed creative decisions, selecting artists, materials and techniques that genuinely support their personal intentions.

Stretch is embedded through encouraging ambitious experimentation, continual refinement and sophisticated critical evaluation. Students are expected to demonstrate increasing confidence when justifying creative decisions and to revisit previous work where necessary to strengthen the coherence of their portfolio.

Grade 8 and Grade 9 exemplar portfolios are used to demonstrate how independence, originality and sustained refinement distinguish exceptional GCSE coursework. Students are encouraged to embrace challenge, refine relentlessly and recognise that outstanding portfolios evolve through thoughtful reflection and continuous improvement.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry consolidates learning across all four AQA Assessment Objectives, encouraging students to develop ideas independently (AO1), refine work through sustained experimentation (AO2), record observations confidently (AO3) and produce increasingly personal responses (AO4).

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students broaden their understanding of professional artistic practice by exploring how contemporary artists develop sustained bodies of work rather than isolated pieces. Gallery collections, artist interviews and exhibition catalogues provide insight into sketchbooks, developmental studies and creative processes, helping students appreciate how professional artists continually revisit and refine their ideas throughout their careers.

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Students continue strengthening literacy through evaluative annotation, oracy through critique and discussion, and independent learning through increasingly autonomous portfolio development.	Independent research is encouraged through resources including Tate, The Royal Academy, The Victoria and Albert Museum, Google Arts & Culture and contemporary artist websites.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Developing a personal investigation enables students to experience the creative process in a way that closely reflects professional artistic practice. Students develop spiritual understanding by expressing their own ideas, experiences and perspectives through increasingly personal creative responses, recognising art as a powerful form of communication and self-expression.

Social and cultural understanding is strengthened through investigating a diverse range of artists and artistic traditions, whilst moral understanding develops as students consider how artists communicate environmental, cultural and personal issues through visual language. Students recognise that creativity allows individuals to explore identity, challenge assumptions and engage with contemporary society.

This enquiry explicitly develops the following Skills Builder Universal Framework competencies:

- Creativity – Students generate increasingly original ideas and combine techniques to produce distinctive personal outcomes.
- Problem Solving – Students independently overcome creative and technical challenges through experimentation, evaluation and refinement.
- Speaking – Students confidently articulate artistic intentions, evaluate progress and justify creative decisions using specialist vocabulary.

This enquiry provides authentic insight into careers within the creative industries, including:

- Fine Artist – Developing sustained bodies of original work for exhibitions, commissions and professional practice.
- Art Director – Leading creative projects by developing visual concepts and communicating ideas across advertising, publishing and digital media.
- Curator – Selecting, organising and interpreting artworks for galleries, museums and exhibitions to engage diverse audiences.

Students recognise that the independence, critical thinking, creative decision-making and reflective practice developed throughout this enquiry are highly valued across both the creative industries and a wide range of professional careers.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that encourage increasingly independent portfolio development.

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment:
Students review their Year 10 portfolio, identifying strengths, gaps and opportunities for refinement against the AQA Assessment Objectives.
Mid-Point Assessment

• Sketchbooks used as professional working journals to record experimentation, annotation, refinement and reflective evaluation.
• Teacher modelling, individual tutorials and visualisers to support increasingly independent artistic decision-making.
• High-quality exemplar GCSE portfolios, including Grade 8–9 examples demonstrating sustained development across all Assessment Objectives.
• A wide range of specialist media selected to support students' individual investigations.
• Artist monographs, exhibition catalogues and gallery publications supporting contextual research.
• Retrieval activities, vocabulary displays and AQA Assessment Objective guidance.
• Digital resources including:
  ○ Tate – https://www.tate.org.uk
  ○ Victoria and Albert Museum – https://www.vam.ac.uk
  ○ Royal Academy of Arts – https://www.royalacademy.org.uk
  ○ Google Arts & Culture – https://artsandculture.google.com
  ○ AQA GCSE Art & Design – https://www.aqa.org.uk/subjects/art-and-design
	Students complete a portfolio review demonstrating sustained experimentation, contextual understanding and increasingly independent development of ideas.
	End of Term Assessment
	Students submit a refined portfolio that evidences independent investigation, thoughtful experimentation and increasingly personal artistic responses, providing secure evidence across AO1, AO2, AO3 and AO4.
	40% Substantive Knowledge
	Students demonstrate knowledge and understanding of:
	• How artists develop sustained personal investigations.
	• The relationship between experimentation, refinement and successful portfolio development.
	• Appropriate selection of artists, media and processes to support creative intentions.
	• Specialist vocabulary relating to evaluation, refinement, presentation and artistic intention.
	• How the four Assessment Objectives work together to create a successful GCSE portfolio.
	60% Disciplinary Knowledge
	Students demonstrate their ability to:
	• Develop increasingly independent creative investigations.
	• Select and apply appropriate materials and techniques purposefully.
	• Refine work through continual experimentation and evaluation.
	• Analyse artists critically and integrate contextual influences effectively.
	• Communicate artistic intentions confidently through annotation and discussion.
	• Produce a coherent portfolio that demonstrates originality, technical competence and sustained creative development.

Topic 6
Enquiry

Natural Forms: Portfolio Refinement and Preparation for Year 11

Big Picture
What are the main ideas and big questions in this topic?

The final enquiry of Year 10 provides students with the opportunity to consolidate the knowledge, understanding and practical skills developed throughout the Natural Forms project. Students review, refine and strengthen their portfolio, identifying opportunities to improve technical quality, contextual understanding and

creative independence. The enquiry prepares students for the increased expectations of Year 11 by developing confidence in sustained independent investigation, critical evaluation and ambitious personal outcomes.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by encouraging students to review the portfolio they have developed throughout Year 10 against the AQA Assessment Objectives. Teacher guidance supports students in identifying strengths alongside areas requiring further development, reinforcing the importance of continual refinement rather than viewing coursework as complete. Students recognise that successful GCSE portfolios demonstrate clear progression of ideas, sustained experimentation and thoughtful reflection across every stage of the creative journey.

Students revisit the observational recording, artist investigations, printmaking experiments and ceramic outcomes completed throughout the year, considering how each component contributes towards a coherent body of work. Teacher modelling demonstrates strategies for improving annotation, extending contextual links, refining practical outcomes and strengthening visual presentation. Students continue developing substantive knowledge by revisiting artists and techniques previously studied, recognising how connections between different media, processes and artistic influences create increasingly sophisticated portfolio evidence.

Throughout the enquiry, students further strengthen their disciplinary knowledge by selecting appropriate improvements independently. Sketchbooks continue to function as professional working journals, recording reflective evaluation, additional experimentation and purposeful refinements that enhance the quality of the portfolio. Students are encouraged to revisit earlier pages where improvements can strengthen continuity, technical accuracy or creative development.
Teacher conferencing and individual tutorials play an important role throughout the enquiry. Students participate in structured discussions about their portfolio, using specialist vocabulary to explain artistic decisions, justify refinements and evaluate the effectiveness of their work against the Assessment Objectives.

Increasing emphasis is placed upon independent decision-making, with students expected to identify their own next steps and manage their time effectively. Towards the end of the enquiry, students are introduced to the expectations of the Year 11 Externally Set Assignment. Teacher modelling demonstrates how successful students interpret themes, develop initial ideas and manage long-term creative projects. Students begin considering how the knowledge, techniques and artistic approaches developed during Year 10 can be applied confidently to future independent investigations.

The enquiry concludes with students producing a refined portfolio that demonstrates sustained development, technical competence and increasing creative maturity. By reflecting upon their progress across the year, students enter Year 11 with confidence, recognising that successful GCSE artists continually refine, evaluate and challenge their own work throughout the creative process.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students have completed a sustained investigation into Natural Forms, developing observational drawing, artist research, printmaking, ceramics and increasingly independent portfolio work. They understand the four AQA

Pitch Up

How will we challenge ourselves?

This enquiry challenges students to think like professional artists by critically reviewing their own work and identifying meaningful opportunities for improvement. Students are expected to take ownership of their portfolio,

Assessment Objectives and appreciate how successful GCSE coursework develops through experimentation, refinement and critical reflection.	demonstrating increasing independence when selecting which areas require further development and how improvements should be achieved. Stretch is embedded through encouraging sophisticated reflection, ambitious refinement and thoughtful presentation. Students are expected to move beyond simply correcting mistakes, instead making strategic decisions that improve the coherence, creativity and quality of the entire portfolio. Grade 8 and Grade 9 portfolios are revisited to demonstrate how continual refinement, purposeful presentation and independent artistic judgement contribute to exceptional GCSE outcomes. Students leave Year 10 understanding that success is achieved through sustained commitment, resilience and consistently high expectations.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry consolidates evidence across all four AQA Assessment Objectives, ensuring students understand how developing ideas, refining work, recording observations and presenting personal responses work together to create a successful GCSE portfolio. Students continue strengthening literacy through evaluative annotation, oracy through individual tutorials and critique, and independent learning through increasingly self-directed portfolio management.	Students broaden their understanding of professional artistic practice by exploring how artists prepare work for exhibitions, portfolios and higher education applications. Through gallery visits, exhibition catalogues, artist interviews and online collections, students recognise that refinement, editing and presentation remain fundamental aspects of professional creative practice. Independent research is encouraged through resources including Tate, The Royal Academy, The Victoria and Albert Museum, Google Arts & Culture and examples of successful GCSE portfolios.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Portfolio refinement encourages students to appreciate that creativity is an ongoing process of reflection, improvement and perseverance. Students develop spiritual understanding through recognising how artistic practice allows individuals to communicate personal experiences, ideas and emotions whilst continually striving to improve the quality of their work. Social and cultural understanding is strengthened through evaluating diverse artistic approaches and recognising how different artists present their work to engage audiences, whilst moral understanding develops through considering the importance of resilience, honesty, integrity and constructive feedback within both education and professional creative practice. This enquiry explicitly develops the following Skills Builder Universal Framework competencies:	

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- Problem Solving – Students identify weaknesses within their portfolio and independently develop effective strategies to strengthen their work.
- Creativity – Students refine and extend ideas to produce increasingly sophisticated and personal artistic responses.
- Speaking – Students confidently evaluate their portfolio, justify creative decisions and communicate future development using accurate specialist vocabulary.

This enquiry provides authentic insight into careers within the creative industries, including:

- Gallery Curator – Reviewing, selecting and presenting collections of artwork for exhibitions that engage and inspire audiences.
- Creative Director – Leading creative projects by refining ideas, maintaining quality and ensuring a coherent visual outcome across a range of media.
- Art Educator – Supporting others to develop artistic skills through modelling, feedback, reflection and creative practice.

Students recognise that the independence, resilience, organisation, communication and critical evaluation developed throughout this enquiry are highly transferable across the creative industries, higher education and a wide range of professional careers.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of practical, digital and contextual resources that enable students to refine and present a high-quality GCSE portfolio.

- Sketchbooks used as professional working journals to record evaluation, refinement and future development.
- Teacher modelling, one-to-one tutorials and visualisers to support portfolio review and improvement.
- High-quality exemplar GCSE portfolios, including Grade 8–9 examples demonstrating sustained development across all Assessment Objectives.
- Individual feedback records, assessment criteria and portfolio checklists to support independent refinement.
- A wide range of specialist media allowing students to revisit and strengthen previous practical work.
- Artist monographs, exhibition catalogues and gallery resources supporting contextual improvements.

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment
Students complete a portfolio audit, evaluating their work against the AQA Assessment Objectives and identifying priorities for refinement.

Mid-Point Assessment
Students participate in an individual portfolio review, demonstrating improvements through additional experimentation, annotation and technical refinement.

End of Enquiry Assessment
Students submit a completed Year 10 portfolio that demonstrates sustained development, contextual understanding, technical confidence and increasing independence, establishing a secure foundation for the Year 11 Externally Set Assignment.

40% Substantive Knowledge
Students demonstrate knowledge and understanding of:

- How the four AQA Assessment Objectives work together across a sustained portfolio.
- Strategies for refining annotation, presentation and practical outcomes.
- The importance of critical reflection within professional artistic practice.
- How artists prepare and present work for exhibitions and portfolios.

• Retrieval activities, specialist vocabulary displays and AQA Assessment Objective guidance.
• Digital resources including:
  ○ Tate – https://www.tate.org.uk
  ○ Victoria and Albert Museum – https://www.vam.ac.uk
  ○ Royal Academy of Arts – https://www.royalacademy.org.uk
  ○ Google Arts & Culture – https://artsandculture.google.com
  ○ AQA GCSE Art & Design – https://www.aqa.org.uk/subjects/art-and-design
	• Specialist vocabulary relating to evaluation, refinement, presentation and artistic intention.
	60% Disciplinary Knowledge
	Students demonstrate their ability to:
	• Evaluate their portfolio critically against the Assessment Objectives.
	• Refine practical work through sustained experimentation and technical improvement.
	• Present a coherent and well-organised body of coursework.
	• Communicate artistic intentions confidently through written and verbal evaluation.
	• Manage an extended creative project with increasing independence.
	• Produce a portfolio that demonstrates readiness for the demands of the Year 11 GCSE course.