

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Observational Drawing	<ul style="list-style-type: none"> Grid method proficiency Understanding and applying tonal variation Safe and effective studio practice Recording from secondary sources 	Observe Method Tone Technique	Ability to produce an accurate drawing using the grid method. To be able to identify and successfully apply tone.	Literacy – Express ideas clearly English – Using vocabulary to express ideas and thoughts, giving reasons why. Maths – Accurate grids and proportional plotting.	Media: Using specialist pencils and blending tools to develop tonal accuracy.	SMSC – Respect for accuracy and honesty in representation Think Careers - Illustrator Big Think – What would our world be like without observation? Earthshot – Sustainability of materials and wastage.	This series of lessons gives students a solid foundation of skills and knowledge required to work safely and accurately with basic recording ability. The skills and knowledge taught in this topic will give students basic transferable skills to further develop into more complex artistic techniques and materials throughout KS3.
2	Colour Theory	<ul style="list-style-type: none"> Application of colour theory Technical and safety awareness of materials Integration of skills Critical and reflective practice Artistic influences 	Primary Secondary Tertiary Contrasting Harmonising	Students' understanding of colour theory will be assessed through the creation of a colour wheel and a Picasso-inspired artwork demonstrating accurate application of colour relationships.	MFL – Colours and tones Science – Light and waves History – European art movement DT – Colour and tone Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Applying watercolours and other wet/dry media to explore harmonious and contrasting colour relationships.	SMSC – Creativity, cultural appreciation, and individual liberty Think Careers – Fine Art Painter Big Think – How is colour used in day-to-day lives? Earthshot - Choose non-toxic paints and minimal water waste.	This series of lessons provides a strong foundation in basic colour theory, enabling students to work safely and accurately with both dry and wet media. The skills taught will offer transferable knowledge for more advanced artistic techniques, while building on prior observational skills and addressing misconceptions from KS2. Students will develop confidence in applying colour theory creatively and critically.
3	3D: Clay	<ul style="list-style-type: none"> Understanding 3D construction Recording and creating in 3D form. Artistic context and influence Critical and reflective practice Application of inspiration 	Portrait Clay Slip Slab Score	Students will design and sculpt a 3D clay model (portrait tile) inspired by Pablo Picasso, using the abstract art movement as influence.	Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Manipulating clay to understand form, texture, and structural integrity.	SMSC – Resilience, teamwork, and responsibility for resources Think Careers – Ceramicist Big Think – How can we use ceramics to help sustain our planet? Earthshot - Use natural or locally sourced clay; avoid single-use plastics.	This series of lessons provides students with a strong foundation in basic 3D ceramic skills, enabling them to work safely and accurately with clay. The skills taught will offer transferable knowledge for more advanced techniques in ceramics and construction. Students will revisit the grid method and apply knowledge of secondary and tertiary colours throughout.

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4	Printmaking: Lino printing	<ul style="list-style-type: none"> Understanding relief printing Recording through printmaking Artistic context and influence Presentation and refinement Critical and reflective practice 	Lino Carving Groove Replicate Printing	Students will design a Pablo Picasso-inspired portrait and produce an effective lino print that demonstrates line quality and texture.	MFL – Colours and tones History – European art movement DT – Colour and tone Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Using lino printmaking techniques to create layered, textural outcomes.	SMSC – Collaboration, tolerance of different ideas, and critical thinking Think Careers - Printmaker Big Think – Is there still a place for traditional printmaking in our world? Earthshot - Eco-friendly inks and emphasis on printing blocks being reusable.	This series of lessons provides students with a strong foundation in basic printmaking skills, enabling them to work safely and accurately with lino and printing tools. The skills taught will offer transferable knowledge for more advanced techniques, such as reduction lino printing in future years. Students will learn the concept of relief printing and mark-making, drawing upon prior knowledge of the grid method, tonal variation, and layering of printing ink.
5&6	Still life	<ul style="list-style-type: none"> Understanding a brief Translation and personalisation Critical and reflective practice Scaling and proportion 	Collage Fragment Scale Depth Layer	Students will collate all learning from the year to design and produce a large-scale still life outcome that integrates influences from artists and movements such as Cubism and Still Life.	MFL – Colours and tones History – European art movement DT – Colour and tone Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Combining collage, paint, and drawing to produce complex, expressive compositions.	SMSC – Appreciation of beauty, reflection, and respect for heritage Think Careers – Model maker / Product Designer Big Think – Why do you think people create Art? / Is there a need for Art & Design in today's world? Earthshot - Select sustainable objects and reduce material waste.	This series of lessons provides students with a strong foundation in responding to an art and design brief, enabling them to work safely and accurately while applying prior learning. Students will reflect on knowledge gained throughout the year to create a large-scale outcome inspired by Pablo Picasso's Cubist Period and still life traditions. This project consolidates skills in proportion, the grid method, colour theory, and mark-making to produce a cohesive and personalised response.

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1	Observational Drawing	<ul style="list-style-type: none"> Grid method proficiency Understanding and applying tonal variation to create depth and texture Ability to identify a range of mediums Recording from secondary sources 	Observe Method Tone Refine Application Accuracy	Demonstrate proficiency in producing accurate drawings using the grid method and applying tonal variation to create depth and texture.	English – Using vocabulary to express ideas and thoughts, giving reasons why. Maths – Ability to create a grid using accurate measurements.	Media: Using specialist pencils and blending tools to develop tonal accuracy.	SMSC – Respect for accuracy and honesty in representation Think Careers – Comic Illustrator Big Think – What other ways can you draw that are not from observation? Earthshot – Sustainability of materials and wastage.	This unit develops students' ability to work safely and accurately when recording, building on KS3 knowledge to improve observational skills and tonal application using specialist tools. Lessons revisit Year 7 concepts, address misconceptions, and provide transferable skills for more advanced artistic recording.
2	Colour Theory	<ul style="list-style-type: none"> Application of colour theory Technical and safety awareness of materials Integration of drawing and colour skills Critical and reflective practice Artistic influences 	Primary Secondary Tertiary Contrasting Harmonising Complementary	Produce a colour wheel demonstrating advanced colour theory knowledge, then apply this understanding to create a Pop Art-inspired grid with thoughtful placement and pattern.	MFL – Colours and tones Science – Light and waves History – European art movement DT – Colour and tone Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Applying watercolours and other wet/dry media to explore harmonious and contrasting colour relationships.	SMSC – Creativity, cultural appreciation, and individual liberty Think Careers – Animator Big Think – What would the world be like in black and white? Earthshot - Choose non-toxic paints and minimal water waste.	This unit builds on prior learning to develop students' understanding of colour theory and its practical application. Students will revisit and refine earlier concepts, such as their application of how to mix colours as well as the relationships between them, addressing misconceptions and deepening their ability to apply colour theory in creative responses. Students will develop their application through applying their findings to a more intricate Pop Art image inspired by a range of artists.
3	3D: Clay	<ul style="list-style-type: none"> 3D ceramic construction Material safety and handling Design and form integration Critical evaluation Artist influence (Pop Art, Onomatopoeia) Colour application in 3D design 	Onomatopoeia a Pop Art Template Attach Secure	Design and produce a ceramic tile based on Onomatopoeia, incorporating Pop Art influences and demonstrating understanding of form.	Literacy – Express ideas clearly English – Use vocabulary to justify opinions; apply onomatopoeia; describe colours and shades Maths – Accurate grids and proportional plotting. DT – Colour and tone using artists' work as inspiration.	Media: Manipulating clay to understand form, texture, and structural integrity.	SMSC – Resilience, teamwork, and responsibility for resources Think Careers – Art teacher Big Think – How can clay be used to make a statement? Earthshot - Use natural or locally sourced clay; avoid single-use plastics.	This unit develops students' ability to work safely and accurately with ceramic materials while applying prior learning in colour theory and observational skills. Positioned as the third project, it builds on earlier units by integrating design, construction, and glazing techniques. Students will explore artist-inspired approaches and refine their critical thinking, creating a strong foundation for advanced ceramic and mixed-media practices.

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4	Printmaking: Lino printing	<ul style="list-style-type: none"> Multi-colour lino printing Material safety and handling Printmaking techniques and processes Critical and reflective practice Artist influence (Pop Art, Andy Warhol) Colour application in print design 	Illustration Linoleum Carving Repetition Juxtaposition	Design and produce a multi-colour lino print inspired by Andy Warhol, demonstrating accurate relief printing and colour application.	MFL – Colours and tones DT – Colour and tone using artists' work as inspiration Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Using lino printmaking techniques to create layered, textural outcomes.	SMSC – Collaboration, tolerance of different ideas, and critical thinking Think Careers – Concept artist Big Think – How do we ensure that artist's work lives on? Earthshot - Eco-friendly inks and emphasis on printing blocks being reusable.	This unit develops advanced printmaking skills through multi-colour reduction lino techniques, building on prior learning from earlier terms. Students apply observational drawing and grid method skills from Term 1, use colour theory knowledge from Term 2 when selecting inks, and draw on their experience of repetition and precision from ceramic production in Term 3. Lessons reinforce safe handling of specialist tools and materials while encouraging resilience, problem-solving, and creative application of Pop Art influences..
5&6	Pop Art	<ul style="list-style-type: none"> Health and safety in material use Application of grid method and proportion Integration of tonal, colour, and mark-making techniques Mixed-media experimentation Artist and movement influence Critical and reflective practice 	Typography Inspiration Narrative Stippling	Produce a typography-inspired Pop Art piece, consolidating skills from previous units and applying influences from Jasper Johns, Kusama, Haring, Lichtenstein, and Warhol.	MFL – Colours and tones DT – Colour and tone using artists' work as inspiration Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Combining collage, paint, and drawing to produce complex, expressive compositions.	SMSC – Expression, communication, and valuing diversity in ideas Think Careers – Graphic designer / Special effects make-up artist Big Think – In 20 years, what new thing would you expect to see labelled s 'Art'? / "The importance of Art is doing it, the process of learning and making." Roy Lichtenstein Earthshot - Use recycled card and water-based paints.	This unit consolidates learning from across the year, requiring students to apply multiple concepts in response to a design brief. Students use grid method and observational skills from Term 1, colour theory from Term 2, and printing and repetition knowledge from Term 3, alongside printmaking techniques inspired by Warhol from Term 4, to create a scaled-up mixed-media outcome. The underlying theme of Pop Art runs throughout all projects, ensuring continuity and depth of understanding. The project encourages experimentation, critical reflection, and safe practice while drawing inspiration from key Pop Art artists and movements.

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1	Observational Drawing	<ul style="list-style-type: none"> Advanced tonal and textural techniques. Observational accuracy. Critical reflection and evaluation. Exploration of media and formal elements. Development of advanced drawing conventions. 	Simplified Proportion 3-Dimensional Texture	We are assessing students' ability to apply advanced observational and tonal techniques, experiment with media, and critically evaluate their own and others' work to produce refined, accurate drawings.	English – Using vocabulary to express ideas and thoughts, giving reasons why. Maths – Ability to create a grid using accurate measurements. History & Geography – Wonders of the world	Media: Using specialist pencils and blending tools to develop tonal accuracy.	SMSC – Respect for accuracy and honesty in representation Think Careers –Book Illustrator Big Think – In what jobs do you use drawing? Earthshot – Sustainability of materials and wastage.	This unit advances students' ability to work safely and accurately when recording, building on KS3 knowledge to refine observational skills and tonal application using specialist media. Lessons revisit Year 7 and 8 concepts such as basic application of tone using different mediums, addressing misconceptions, and introducing formal elements such as pattern, form and texture to represent structural elements such as the wonders of the world.
2	Colour Theory	<ul style="list-style-type: none"> Advanced colour theory application Use of wet and dry media Tints, tones, and shades development Mixed-media experimentation Artist and design influence Critical and reflective practice 	Tint Hue Mandala Mosaic Chroma	Produce a series of tints, tones, and shades studies leading to a Mandala colour wheel design, inspired by mosaic patterns.	MFL – Colours and tones Science – Light and waves History – European art movement DT – Colour and tone Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Applying watercolours and other wet/dry media to explore harmonious and contrasting colour relationships.	SMSC - Creativity, cultural appreciation, and individual liberty Think Careers – Tattoo artist Big Think – Would mosaics be just as beautiful without colour? Earthshot - Choose non-toxic paints and minimal water waste.	This unit advances students' understanding of colour theory and its application through wet and dry media. Building on prior learning from Years 7 and 8, students refine their knowledge of grid method and tonal work, apply colour theory concepts, and explore pattern-based design. Students are able to gain a further understanding of colour application through the consideration of placement and pattern.
3	3D: Clay	<ul style="list-style-type: none"> Advanced ceramic construction Glazing techniques and colour application Health and safety in material use Design development from a brief Pattern and form integration Artist and movement influence 	Form Pottery Sculpt Review	Design and sculpt a 3D coil pot inspired by Anna Whitehouse, incorporating pattern, form, and glaze techniques.	Literacy – Express ideas clearly English – Use vocabulary to justify opinions; describe colours and shades Maths – Accurate grids and proportional plotting.	Media: Manipulating clay to understand form, texture, and structural integrity.	SMSC - Resilience, teamwork, and responsibility for resources Think Careers – Web designer Big Think – How can clay be used in everyday life? Earthshot - Use natural or locally sourced clay; avoid single-use plastics.	This unit develops advanced ceramic skills, focusing on 3D construction and glazing. Students respond to a design brief linked to mandala and mosaic themes, applying prior knowledge of colour theory and painting techniques from earlier terms. The project encourages accurate handling of materials, creative interpretation of artist influences, and critical reflection, while consolidating observational and design skills from previous years.

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4	Printmaking: Lino printing	<ul style="list-style-type: none"> Advanced printmaking techniques Multi-colour sponge printing Health and safety in material use Design development from a brief Artist and movement influence Presentation within an art context 	Stencil Intricate Carving Evaluate	Produce a mandala-inspired template for sponge printing, demonstrating accurate pattern repetition and colour application.	MFL – Colours and tones DT – Colour and tone using artists' work as inspiration Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Using screen-printing techniques to create layered, textural outcomes.	SMSC - Collaboration, tolerance of different ideas, and critical thinking Think Careers – Art therapist Big Think – If you could design a religious symbol, what would it look like? Earthshot - Eco-friendly inks and emphasis on templates being reusable.	This unit develops advanced printmaking skills, focusing on multi-colour relief techniques and stencil-based processes. Students apply prior knowledge of lino printing and pattern design to create repeated motifs, exploring positive and negative space and colour layering. Lessons reinforce safe handling of tools and materials, encourage resilience and problem-solving, and promote creative interpretation of historic and contemporary influences.
5&6	Tropical Rainforests	<ul style="list-style-type: none"> Interpretation of an art and design brief Mixed-media experimentation Application of grid method and proportion Advanced use of texture, tone, and colour Health and safety in material use Presentation and portfolio development 	Composition Interpretation Diverse Symmetrical Scheme Palette	Produce a portfolio of findings including drawings, artist research, media experiments, and repeat pattern studies, presented in a GCSE context.	MFL – Colours and tones History – European art movement DT – Colour and tone using artists' work as inspiration Literacy – Express ideas clearly English – Use vocabulary to justify opinions Maths – Accurate grids and proportional plotting.	Media: Combining collage, paint, and drawing to produce complex, expressive compositions.	SMSC - Environmental responsibility, global awareness, and respect for nature Think Careers – Art gallery curator / Set designer Big Think – Do you think our life experiences change how we see Art? / How would you define 'Art'? Earthshot - Highlight deforestation issues; use sustainable materials for projects.	This unit consolidates prior learning in grid method, tonal value, colour theory, pattern, and texture, guiding students toward a personalised response to a design brief. As their designated transition unit, the sequence is intentionally structured to prepare students for the demands of GCSE Art. They explore mixed-media approaches, refine presentation skills, and apply more advanced techniques to produce a cohesive mini-portfolio. Throughout the project, students develop critical reflection, problem-solving, and confident handling of materials, drawing inspiration from interior designers and architects to inform their creative outcomes.

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1&2	Component 1: Introductory Project (Natural Forms & Human Anatomy)	<ul style="list-style-type: none"> Experimenting with a range of media and techniques Recording observations from primary and secondary sources Applying formal elements: line, tone, texture, shape, colour Safe and effective studio practice Using sketchbooks to research and analyse artists 	Composition Monochromatic Texture Evaluate Refine Annotate Technique Context	Assessment focuses on building a strong foundation for Component 1 (60% of the grade). Students show progress across the four Assessment Objectives: developing ideas through research (AO1), refining work through media experimentation (AO2), recording observations and insights (AO3), and presenting a personal response (AO4). Work produced forms the basis of the portfolio and evidences the research–experiment–record–present cycle.	Literacy – Expression of ideas in full sentences. English – Using vocabulary to express ideas throughs and opinions giving reasons why to support their argument. Maths – Be able to use observational graph plotting skills to create equal proportions. To know the difference between 2D and 3D. To create a prototype using correct measurements. mm and cm), DT – colours and tone, using artists work as inspiration.	Media - Confidently experimenting with a range of traditional and digital media, including charcoal, pastel, ink, paint, printing, collage, and digital manipulation, to develop creative outcomes.	SMSC – Building confidence, respecting others opinions and safety, encouraging freedom through creativity and exploring diverse cultures. Think Careers – Set Designer, 3D Modeler & Museum Curator. Big Think - How do different types of lines affect the mood or feeling of art? Why do some artists choose simple shapes, while others use complex or abstract forms? How do colours impact our emotions in art? Earthshot – Use of sustainable materials and minimising waste in art projects. Combining this with researching artists who focus on eco-friendly practices.	This unit introduces students to the foundations of GCSE Art & Design, building on KS3 knowledge to develop confidence in exploring media, techniques, and processes. Lessons focus on experimentation with a variety of surfaces and colours, reinforcing formal elements such as line, shape, and texture while addressing misconceptions from earlier learning. Students learn to research, record, and analyse artists' work, using analytical vocabulary to make connections between themes and outcomes. This phase establishes the research–experiment–record–present cycle, ensuring students understand how to develop ideas and refine techniques for future projects.

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3 to 6	Component 1: Sustained Project (Self-Selecting Theme, predominantly Human Emotion)	<ul style="list-style-type: none"> Developing artist links and personal interpretations Refining ideas through sustained experimentation Advanced recording in 2D and 3D formats Selecting and using a wider range of materials safely Critical thinking and constructive annotation Start to build and produce a portfolio that shows a clear creative journey and realises intentions 	Manipulate Combine Integrate Evaluate Refinement Construct Design Biographical	This phase builds Component 1 (60% of the grade) and focuses on depth and independence. Students connect sources to practical work (AO1), refine ideas through sustained experimentation (AO2), record development with annotated studies (AO3), and present a coherent response (AO4). The sustained project is key for showing progression and maturity, strongly influencing the portfolio grade.	Literacy – Expression of ideas in full sentences. English – Using vocabulary to express ideas throughs and opinions giving reasons why to support their argument. Maths – Be able to use observational graph plotting skills to create equal proportions. To know the difference between 2D and 3D. To create a prototype using correct measurements. mm and cm), DT – colours and tone, using artists work as inspiration.	Media - Demonstrating fine art techniques and processes such as mark-making, printing, assemblage, and digital methods, while using a variety of materials including charcoal, paint, clay, found objects, and mixed surfaces to express personal intentions.	SMSC – Taking responsibility, showing empathy and support, respecting others ideas and encouraging honesty through feedback. Think Careers – Art Conservator & Expressive Arts Practitioner. Big Think – How do artists create depth or distance in 2D artwork? Why do some artworks make us feel emotions that we can't explain easily? Earthshot - Using sustainable materials and reducing waste in creative processes, alongside researching artists who incorporate environmental awareness into their work.	This unit extends students' ability to work independently and creatively, building on skills from the introductory phase. Students engage in a sustained project usually of the theme of Human Emotion, or 1 of 3 other options presented in an exam style format. Lessons emphasise the creative journey, encouraging students to research, experiment, and refine ideas while making explicit links between sources and practical work. Through media trials and technical studies, students develop personal responses that demonstrate depth and originality. By the end of this phase, students will have produced resolved outcomes that reflect their ability to connect research, experimentation, and refinement.

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1&2	Completion of component 1: Sustained Project	<ul style="list-style-type: none"> Developing artist links and personal interpretations Refining ideas through sustained experimentation Advanced recording in 2D and 3D formats Selecting and using a wider range of materials safely Critical thinking and constructive annotation Start to build and produce a portfolio that shows a clear creative journey and realises intentions 	Manipulate Combine Integrate Evaluate Refinement Construct Design Biographical	This phase builds Component 1 (60% of the grade) and focuses on depth and independence. Students connect sources to practical work (AO1), refine ideas through sustained experimentation (AO2), record development with annotated studies (AO3), and present a coherent response (AO4). The sustained project is key for showing progression and maturity, strongly influencing the portfolio grade.	Literacy – Expression of ideas in full sentences. English – Using vocabulary to express ideas throughs and opinions giving reasons why to support their argument. Maths – Be able to use observational graph plotting skills to create equal proportions. To know the difference between 2D and 3D. To create a prototype using correct measurements. mm and cm), DT – colours and tone, using artists work as inspiration.	Media - Demonstrating fine art techniques and processes such as mark-making, printing, assemblage, and digital methods, while using a variety of materials including charcoal, paint, clay, found objects, and mixed surfaces to express personal intentions.	SMSC – Taking responsibility, showing empathy and support, respecting others ideas and encouraging honesty through feedback. Think Careers – Art Conservator & Expressive Arts Practitioner. Big Think – How do artists create depth or distance in 2D artwork? Why do some artworks make us feel emotions that we can't explain easily? Earthshot - Using sustainable materials and reducing waste in creative processes, alongside researching artists who incorporate environmental awareness into their work.	This unit extends students' ability to work independently and creatively, building on skills from the introductory phase. Students engage in a sustained project usually of the theme of Human Emotion, or 1 of 3 other options presented in an exam style format. Lessons emphasise the creative journey, encouraging students to research, experiment, and refine ideas while making explicit links between sources and practical work. Through media trials and technical studies, students develop personal responses that demonstrate depth and originality. By the end of this phase, students will have produced resolved outcomes that reflect their ability to connect research, experimentation, and refinement.

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3 to 5	Component 1: Externally Set Assignment	<ul style="list-style-type: none"> Independent research and creative journey planning Confident use of diverse media and processes Advanced presentation and portfolio organisation Linking artists and concepts to personal outcomes Effective time management and refinement under exam conditions Producing a final portfolio that demonstrates a meaningful creative journey and fully realises intentions 	Composition Technique Refine Analyse Theme Colour Line Shape Form Texture Space	The externally set assignment forms Component 2 (40% of the grade) and emphasises independence and originality. Students research and develop ideas (AO1), refine and experiment with media (AO2), record their creative journey through preparatory studies (AO3), and present a resolved outcome in the timed exam (AO4). This project showcases autonomy and synthesises skills into a final piece.	Literacy – Expression of ideas in full sentences. English – Using vocabulary to express ideas throughs and opinions giving reasons why to support their argument. Maths – Be able to use observational graph plotting skills to create equal proportions. To know the difference between 2D and 3D. To create a prototype using correct measurements. mm and cm), DT – colours and tone, using artists work as inspiration.	Media - Applying fine art techniques such as mark-making, printing, assemblage, and digital processes, while refining outcomes using varied materials including charcoal, pastels, inks, paints, clay, textiles, found objects, and mixed surfaces to achieve personal intentions.	SMSC - Taking responsibility, showing empathy and support, respecting others' ideas and encouraging honesty through feedback. Think Careers – Arts in Health Coordinator. Big Think – How does art help us to understand different cultures, histories and perspectives? Earthshot – Promoting sustainable practices by using recycled and eco-friendly materials and exploring artists who address environmental issues through their work.	This unit focuses on independence and maturity in artistic practice, enabling students to take ownership of their creative journey. Working from an externally set starting point, students research and analyse primary and secondary sources to inform their development. Lessons prioritise one-to-one guidance, supporting students as they refine techniques, experiment with media, and make meaningful connections between artists and their own intentions. The emphasis is on producing a coherent and personal response that demonstrates sustained development and refinement. Students present their work in a chosen format, showcasing their ability to meet all assessment objectives through a resolved and considered outcome.