



ART AND PHOTOGRAPHY CURRICULUM SEQUENCING

EXAM BOARD RATIONALE

The AQA Art and Photography specification is delivered consistently across the TCAT schools at KS4. It is vibrant and dynamic and gives us the freedom to teach GCSE Art and Design in ways that inspire and bring out the best in all our pupils, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond. The qualification features a wide range of titles including Art, craft and design, Fine art, Graphic communication, Textile design, Three-dimensional design and Photography. The flexibility of its design means we can tailor our course to learners' interests and our department and school's strengths. This specification is designed to inspire, challenge and motivate every pupil, no matter what their level of ability, while supporting teaching staff in developing creative and engaging lessons. The qualification provides scope for innovation and curriculum development and offers opportunities to tailor courses of study to the individual needs of pupils. With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the specification provides your us with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. It allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.

There is a full range of options open to us through the course titles, which allow for the study of art and design in both breadth and depth. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that pupils use to reflect and evidence their submissions. We have retained a similar approach to the choice and flexibility seen in the current externally set assignment papers, with the same number of starting points offered under each title. Some will be open in nature, others will have a greater degree of prescription.

The specification has been designed to allow pupils to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment at the end of year 11.

KEY SUBJECT SKILLS

Assessment Objective	Descriptor
A01	Develop ideas through investigations, demonstrating critical understanding of sources.
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A03	Record ideas, observations and insights relevant to intentions as work progresses.
A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

BASELINE EXPECTATIONS

Knowledge and Skills Expectations

Key Stage 2

Year 6	<p>Learners were taught:</p> <ul style="list-style-type: none"> Creative thinkers Proficient in drawing, painting, sculpture and other art craft and design techniques. Be able to analyse and evaluate creative works. Have an understanding of historical and cultural developments in art.
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Key Stage 3

Year 7, 8 and 9	<p>Learners will be taught to:</p> <p>Year 7</p> <ul style="list-style-type: none"> Creative thinkers and practitioners. Secure understanding of the formal elements in art and design. Be confident in the use of a range of materials and processes including drawing, painting, printing (mono/poly-print), clay sculpture and other art craft and design techniques. Be able to analyse and evaluate key practitioners and make links between their own work. <p>Year 8</p> <ul style="list-style-type: none"> Creative thinkers and practitioners. Secure understanding of the formal elements in art and design and the application of these in thematic context. Be confident in the use of a range of materials and processes including drawing, painting, printing (mono/poly-print), clay sculpture and other art craft and design techniques. Be able to analyse and evaluate key practitioners and make links between their own work. <p>Year 9</p> <ul style="list-style-type: none"> Be able to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas Be able to use a range of techniques and media, including painting Increased proficiency in the handling of different materials Be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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Key Stage 4

Year 10 and 11	<p>Learners will be taught to:</p> <ul style="list-style-type: none"> Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products Be confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques Critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • Be able to develop and refine ideas and proposals, personal outcomes or solutions with increasing independence •
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- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- Have a knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- An awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- An awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- Demonstrate safe working practices in art, craft and design

Knowledge:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues
- The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture.
- The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

Skills:

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies
- Use drawing skills for different needs and purposes, appropriate to the context
- Realise personal intentions through the sustained application of the creative process

ASSESSMENT

Year	Formative	Summative	Calendared Term	Core Topics to be assessed – All assessments to feature retrieval
7	Lesson 3 for each specific unit allowing pupils to reflect on practice and implement next steps.	Formal assessment of skills each term using content from units covered.	Baseline and Line – Autumn 1 Tone – Autumn 2 Colour – Spring 1 Shape and Form – Spring 2 Pattern and texture – Summer 2	Baseline assessment, Line, Tone, Colour, Shape and Form, Pattern and Texture.
8	Lesson 3-6 for each unit to reflect on practice and implements net steps.	Formal assessment of skills each term using content from units covered.	Still Life – Autumn Cubism – Spring African Masks - Summer	Still life, Cubism, African Mask Design.
9	Lesson 3-6 for each unit to reflect on practice and implements net steps.	Formal assessment of skills each term using content from units covered.	Natural Forms – Autumn Natural Forms & Urban Environments – Spring Urban Environments - Summer	Natural Forms and Urban Environments.
10	Art: Assessment of individual tasks in relation to individual assessment objectives. Photography: Review of individual introductory techniques.	Marks for each AO as completed and final overview for full project. Cumulative marks using specification criteria.	Art: Word and Image – Regular interval of assessment throughout the year Photography: Introductory techniques Autumn David Hockney – Autumn Tracy Griffin – Spring Colour – Spring	Art: Word and Image Photography: Introductory Techniques/David Hockney/Tracy Griffin/Colour
11	Regular points as specific pieces completed in portfolios.	Marks for each AO as completed. Cumulative review of portfolios using exam board criteria.	Unit 1: Autumn/Spring Unit 2: Spring/Summer	Unit 1: Coursework Portfolio Unit 2: Externally Set Task

ART AND PHOTOGRAPHY CURRICULUM SEQUENCING

Term	Topic and Big Questions	Assessment	Skills tested	Links to prior/future learning
Year 7				
Autumn	Baseline: Introduction to formal elements (line, shape, tone, texture) and their role in composition	Pencil tonal drawing of 3D objects to assess prior knowledge and skills	Line, scale, proportion, and tonal range in pencil	Tonal skills will be revisited in future units
	Line: Exploration of line as a formal element, linked to other elements like tone and texture	Continuous line drawing, mono-printing, and studying Picasso's work	Line drawing, mono-printing, and using coloured materials (pencil crayon, felt tip, watercolour)	Builds skills for Year 7 formal elements and Picasso's influence in Year 8 Cubism
	Tone: Development of tonal work using self-portraiture as a theme	Creating tonal values in pencil and analysing self-portraits in art history	Observational skills, tonal drawing with 2B pencils, and understanding scale/proportion	Key to future units like Year 8 Still Life, where tonal values will be applied to 3D forms
Spring	Colour: Explore colour theory: primary, secondary, tertiary Learn paint mixing, application, and brush control Create tints, shades, and tones using colour ladders Study Fauvism and artists Matisse & Derain Recreate Fauvist portraits with expressive mark-making and emotional colour use	Final portrait with expressive brush strokes and mark-making to create shape and form Knowledge-Based Questions: test understanding of colour theory and application	Brush Control: Improve painting skills with wet media Colour Mixing: Mix primary, secondary, and tertiary colours Mark-Making: Use expressive strokes for shape and form Art Movement Knowledge: Study Fauvism and its key traits Wet and Dry Media: Apply both to create texture and tone	Knowledge of colour theory will be used in KS3 and KS4 to create informed and personal art outcomes Continued painting skills will refine technique for future units
	Shape and Form: Observational Drawing: Studying natural forms in an outdoor learning space. Experimentation: Using photography (Edward Weston), mono-printing, clay tablet imprints, and 3D clay models. Abstract Interpretation: Abstracting natural forms inspired by artists like Barbara Hepworth and Henry Moore.	Interim Holistic Assessment: Review of practical work, including tonal drawings of Henry Moore and Barbara Hepworth, and 3D clay responses.	Observational Drawing: Continued development of pencil drawing skills Mono-Printing & Clay: Introduction to new media, including 3D ceramics Artist Transposition: Recreating and interpreting work from key artists Evaluation: Reviewing and reflecting on processes and outcomes	Introduction to clay and 3D sculptural work, with skills developed further in the KS3 curriculum Photography and natural form studies will be revisited in Year 9
Summer	Pattern and Texture: Investigation of man-made and natural patterns, and how artists interpret them Study of Paul Klee (geometric patterns) and Lydia Caprani (colourful, abstract murals) Introduction to texture creation using found/recycled objects, inspired by David Wightman Continued development of painting, oil pastel, and lino-cut printmaking	Final Term Assessment (Term 3): Holistic review of outcomes across all units Assessed against GCSE-style objectives: Investigate, Explore, Record, Present	Tonal variation in colour Refinement of brush skills and acrylic painting techniques Creation of repetitive and symmetrical patterns Understanding 2D texture using layering and found materials Development of collage techniques Transposition of artists' styles Evaluation and refinement of processes and outcomes	This is the final unit focused on individual formal elements, consolidating skills from the year Pupils will apply this broader understanding in future Year 8 and 9 units, with more independence in material choice and technique Prior Learning: Builds foundational skills for KS3 and GCSE, including mixed media, abstraction, and conceptual thinking
Term	Topic and Big Questions	Assessment	Skills tested	Links to prior/future learning

Year 8				
Autumn	<p>Still Life</p> <p>Extended project building on Year 7 formal elements</p> <p>Study of still life across genres and movements</p> <p>Observational drawings: single objects to group compositions</p> <p>Analysis and oil pastel study of Cézanne</p> <p>Revisiting colour theory and mono-printing for layered outcomes</p>	<p>Tonal pencil still life</p> <p>Oil pastel study in response to Cézanne</p> <p>Large-scale, personal still life outcome in oil pastel or paint</p>	<p>Observational drawing (line, tone, scale, proportion)</p> <p>Use of colour blending in oil pastel</p> <p>Analytical writing and visual analysis using subject-specific vocabulary</p> <p>Mono-printing with layered backgrounds and colour schemes</p> <p>Development of personal visual responses inspired by Cézanne.</p> <p>Use of reference material to arrange and design still life compositions</p>	<p>Future Learning: Prepares pupils for Cubism, the next project, by showing how Cézanne influenced Picasso, Braque, and Gris</p> <p>Strengthens observational skills and critical analysis, which are essential for future conceptual and abstract work</p> <p>Further embeds formal elements introduced in Year 7, reinforcing skills across drawing, colour theory, and composition.</p> <p>Enables pupils to approach abstraction with greater confidence and understanding</p>
Spring	<p>Cubism</p> <p>Exploration of Cubism through still life and portraiture</p> <p>Key artists: Picasso, Braque, Gris</p> <p>Pupils distort everyday objects using continuous line and layering</p> <p>Final outcomes include mixed media still life and Cubist-style portrait</p> <p>Study of <i>Weeping Woman</i> to inform a final oil pastel piece</p>	<p>Cubist line drawings</p> <p>Mixed media still life</p> <p>Watercolour study</p> <p>Cubist collage portrait</p> <p>Final oil pastel piece</p>	<p>Continuous line and distortion drawing</p> <p>Use of ink, pen, watercolour, collage, and oil pastel</p> <p>Creative risk-taking with media and composition</p> <p>Pattern and texture in mixed media</p> <p>Artist analysis and visual language</p>	<p>Prior Learning: Builds on still life from Term 1 and Cézanne’s influence</p> <p>Revisits line, shape, tone, and texture from Year 7</p> <p>Expands continuous line and collage techniques</p> <p>Future Learning: Prepares for African art unit through geometric design and collage</p> <p>Strengthens material confidence, analysis, and creative independence</p>
Summer	<p>African Masks</p> <p>Study of traditional African mask design, use, and symbolism</p> <p>Tonal drawings of traditional masks</p> <p>Colour study of the Chapman Brothers' work—traditional methods with modern influences</p> <p>Poly-printing repeated patterns to explore symmetry and design</p> <p>Final mask design incorporating traditional and contemporary elements (e.g. logos)</p> <p>Creation of a 3D ceramic relief mask using hand-cut pieces, slip, and glaze</p>	<p>Tonal pencil drawing</p> <p>Colour blending and design development</p> <p>Poly-printing techniques for repeat patterns</p> <p>3D ceramic relief skills: clay building, glazing, and finishing</p> <p>Artist research and analysis</p>	<p>Tonal pencil drawing</p> <p>Colour blending and design development</p> <p>Poly-printing techniques for repeat patterns</p> <p>3D ceramic relief skills: clay building, glazing, and finishing</p> <p>Artist research and analysis</p>	<p>Tonal pencil drawing</p> <p>Colour blending and design development</p> <p>Poly-printing techniques for repeat patterns</p> <p>3D ceramic relief skills: clay building, glazing, and finishing</p> <p>Artist research and analysis</p> <p>Future Learning: Prepares for Year 9 natural forms clay relief work</p> <p>Observational tonal drawing continues at start of Year 9</p> <p>Reinforces formal elements and material exploration for greater creative independence</p>
Term	Topic and Big Questions	Assessment	Skills tested	Links to prior/future learning
Year 9				

<p>Autumn</p>	<p>Natural forms: Exploration of natural forms through a variety of materials and processes Development of observational drawing and photography skills Integration of different media and 3D design to create final outcomes that reflect natural forms</p>	<p>Investigate: Artist analysis and practical studies in various materials Explore: Experimental outcomes using materials like pencil, watercolour, acrylic, printing, ceramics, and digital manipulation Record: Observational studies using line, tone, texture, and macro photography Present: Final outcomes (2+ pieces) incorporating wet media, mixed media, or 3D design, with design plans and annotations</p>	<p>Observation and analysis of natural forms Drawing, painting, and printing techniques (e.g., pencil, watercolour, acrylic, ink, ceramics) Use of photography (macro techniques) and digital manipulation Design, planning, and creating 3D outcomes Ability to evaluate and refine work based on feedback</p>	<p>Prior Learning: Builds on formal elements and skills developed in Years 7 and 8, including observational drawing, painting, and printing techniques. Advanced use of 3D ceramics and photographic processes</p> <p>Future Learning: Prepares for independent creative risk-taking and evaluating outcomes, core skills for KS4. Continues to develop understanding of materials and techniques for more personalized choices in future art projects</p>
<p>Spring</p>	<p>Natural forms: Exploration of organic shapes, textures, and patterns found in nature through various artistic processes Urban Environments: Study of man-made, architectural, and urban spaces, focusing on how they interact with and contrast against the natural world</p> <p>Development of observational, experimental, and photographic skills using various media like painting, printmaking, digital techniques, ceramics, and photography Focus on personal interpretation of natural and urban environments, creating conceptual and expressive outcomes through diverse materials and processes</p>	<p>Natural forms: Investigate: Study of artists like Georgia O’Keeffe and Andy Goldsworthy, with practical studies in various materials Explore: Experimental outcomes using different media like coloured pencil, watercolour, acrylic, ink, printing, ceramics, and digital manipulation Record: Observational drawing, photography (macro), and use of line, tone, and texture Present: Final outcomes (2+ pieces) representing natural forms, linking to studied artists, with a combination of wet media, mixed media, or 3D design</p>	<p>Natural forms: Drawing, painting, and printmaking techniques (watercolour, acrylic, ink, etc.) Photography, particularly macro techniques Design and presentation of 3D or mixed media outcomes Analytical and creative thinking in final presentations</p>	<p>Natural forms: Prior Learning: Builds on techniques learned in Years 7 and 8, including observational drawing, painting, and ceramics</p> <p>Future Learning: Prepares for KS4 by developing independent creative decision-making, critical analysis, and refining technical skills</p>
		<p>Urban Environments: Investigate: Study of artists like Banksy and Kurt Schwitters, with practical studies using various materials Explore: Experimental outcomes using coloured pencil, watercolour, acrylic, printing, mixed media, charcoal, and digital techniques Record: Observational drawing and photography, focusing on man-made forms and local urban environments Present: Final outcomes (2+ pieces) reflecting urban environments, with personal choices in materials and clear links to local areas</p>	<p>Urban Environments: Observation and analysis of architectural and urban forms Application of multiple materials including printmaking, digital techniques, and mixed media Photography, with emphasis on architectural forms and textures Conceptual and 3D design skills, blending fine art with photography</p>	<p>Urban Environments: Prior Learning: Builds on earlier studies in observational drawing and mixed media from Year 7 and Year 8</p> <p>Future Learning: Prepares for KS4 by advancing mixed media, digital manipulation, and independent creative risk-taking, merging fine art and photography in future projects.</p>
<p>Summer</p>	<p>Urban Environments: Explore how the urban environment influences art, using both traditional and contemporary materials and techniques</p>	<p>Investigate: Study urban artists like Banksy and Warhol, with practical analysis. Explore: Create experimental outcomes</p>	<p>Observational drawing of urban environments Experimental use of various materials and processes</p>	<p>Prior learning: Builds on skills from Year 7 and 8, including observational drawing, mixed media, and photography. Expands on earlier</p>

		using paint, printmaking, and digital techniques. Record: Capture man-made forms and textures through drawing and photography. Present: Develop final outcomes using wet media, mixed media, or 3D design	Photography focused on architecture and texture Mixed media and 3D design techniques Critical analysis and use of subject-specific terminology Creative risk-taking and personal interpretation	work in Natural Forms, introducing new materials and techniques Future learning: Prepares students for KS4 by strengthening practical skills and encouraging independent, creative decisions in conceptual art-making
Term	Topic and Big Questions	Assessment	Skills tested	Links to prior/future learning
Year 10				
Autumn	Fine Art: Word and Image project focusing on typography, contextual sources, artist research, and observational drawing	Assessment of idea development, investigations, and critical understanding through title page, mood board, and typography artist study Recording progress through drawings and studies from photography (pencil, crayon, oil pastels, perspective)	Development of ideas, critical understanding, observational drawing, tonal application, and media handling (pencil, crayon, oil pastels, perspective)	Prior learning: Builds on skills from KS3 in line, tone, colour, form, texture, and pattern; extends 3D sculpture, digital art, and traditional media proficiency Future learning: Builds skills for conceptual exploration, personal expression, and independent creative risks
	Photography: Introduction to key photographic techniques, including composition, depth of field, shutter speed, digital editing, and lighting	Formative feedback on introductory techniques, summative feedback for smaller focused projects	Composition, depth of field, shutter speed, digital editing, lighting, and high-quality image recording	Prior learning: Links to formal elements explored in KS3, setting foundations for the photography course Future learning: Technical foundation for recording quality images and portfolio development
Spring	Fine Art: Word and Image project focusing on typography, artist research, lino printing, reduction printing, and clay relief	Assessment of idea development and critical understanding through artist studies and investigations (typography) Refinement through lino prints, reduction prints, and clay relief inspired by artists. Presentation of a personal response using clay relief tiles	Critical study, annotation, lino and reduction printmaking, clay relief techniques, and refining work with media/materials	Prior learning: Builds on KS3 skills in line, tone, colour, form, texture, and pattern, extending into printmaking and 3D relief techniques Future learning: Prepares students to critically explore, refine, and present their artistic responses using various techniques and media
	Photography: Focused practical studies on abstract photography and colour	Focused practical assessments on abstract photography and colour	Abstract photography techniques and colour composition	Prior learning: Builds on KS3 visual language and introduces new techniques for personal expression through photography Future learning: Provides foundational skills in abstract photography and colour theory for future coursework
Summer	Fine Art: <i>Word and Image</i> project focusing on one and two-point perspective drawing and 3D letterform sculpture	AO2: Refine ideas through perspective drawing and construction of 3D sculptures inspired by chosen artists AO4: Present personal responses through finished 3D letterform sculptures	Perspective drawing (1 and 2-point), 3D construction techniques, surface preparation, and modelling	Prior learning: Builds on KS3 skills in form, tone, and sculpture. Reinforces formal elements through applied techniques

		reflecting artist influence and visual language understanding		Develops confidence in 3D processes and spatial drawing, preparing students for more advanced creative work in KS4
	Photography: Focused practicals on experimental portraits and <i>Food</i> project	Focused practical assessments on experimental portraits and <i>Food</i> project	Media experimentation and visual presentation	Future learning: Strengthens understanding of how to develop and realise creative intentions. Develops practical skills in perspective, sculpture, and presentation needed for GCSE coursework
Term	Topic and Big Questions	Assessment	Skills tested	Links to prior/future learning
Year 11				
Autumn	Fine Art: <i>Extended Project 2: Personal Theme</i> (e.g. Portraits, Food, Identity, Time, Natural Form, Distortion, Colour)	AO1: Develop ideas through contextual investigations and artist research. AO2: Refine work through experimentation with chosen media, materials, and techniques.	Artist and contextual research Independent decision-making Media experimentation Observational drawing and photography	Prior learning: Builds on Year 10 portfolio skills, reinforcing the cycle of investigate, record, explore, present
	Photography: Extended Project 2: Urban Environments Focus on developing and refining skills from Year 10, with a strong emphasis on personal choice, artist/contextual research, observational drawing, photography, material exploration, and producing a final personal response	AO3: Record ideas and observations using appropriate materials, linked to theme and intentions. AO4: Present a final, personal outcome that reflects intentions and understanding of visual language	Planning and presenting a personal final piece Critical reflection and self-evaluation	Future learning: Prepares students for the demands of GCSE assessment by developing confidence in working independently and reflecting critically Develops readiness for KS5 through mastery of creative process, risk-taking, and self-directed outcomes
Spring	Fine Art and Photography: Externally Set Task (GCSE Exam) Students choose one exam theme and develop a personal project, applying skills built in Year 10 and Year 11 Contextual research, artist studies, photography, observational drawing, material exploration, and final personal outcome.	AO1: Investigate and research contextual sources and artists. AO2: Refine ideas through experimentation with media and techniques. AO3: Record observations and ideas relevant to intentions. AO4: Present a personal, meaningful final piece	Independent research and idea development Artist analysis Observational photography and drawing Experimentation with techniques and materials Planning and presenting a final personal outcome	Prior learning: Builds on Year 10 portfolio skills, reinforcing the cycle of investigate, record, explore, present Future learning: Prepares students for the demands of GCSE assessment by developing confidence in working independently and reflecting critically Prepares students for further study in creative subjects through critical thinking, media handling, and personal expression
Summer	Fine Art: Externally Set Task (GCSE Exam) Students choose one exam theme and develop a personal project, applying skills built in Year 10 and Year 11 Material exploration, media refinement, and creation of a personal final piece	AO2: Refine ideas through media and technique experimentation. AO3: Record ideas, observations, and insights relevant to intentions AO4: Present a final outcome that is personal and meaningful.	Experimentation with media, materials, and techniques Observational drawing and photography Personal response development Independent planning and evaluation	Prior learning: Builds on Year 10 portfolio skills, reinforcing the cycle of investigate, record, explore, present Future learning: Prepares students for the demands of GCSE assessment by developing confidence in working independently and reflecting critically
	Photography:			

	<p>Externally Set Task (GCSE Exam) Students choose one exam theme and develop a personal project, applying skills built in Year 10 and Year 11</p> <p>Contextual research, artist study, photography and drawing, culminating in a personal outcome</p>			<p>Prepares students for further study by deepening independence, creative risk-taking, and reflective practice</p>
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