



# THE Lodge AP

— At Sandbach House —

## GCSE Art and Design Curriculum Sequence

### Intent

This scheme of work provides a clear pathway through the GCSE Art and Design: Fine Art course. It is designed to inspire students through a range of engaging and stimulating opportunities that both support and challenge them to develop and explore ideas in increasingly independent and personal ways. It also offers flexibility and choice, allowing the course to be adapted to suit the needs of students.

The specification has two components:

- **Component 1** consists of a portfolio of work produced throughout the course. This includes a sustained project that demonstrates the student's creative journey from initial ideas through to realisation of their intentions.
- **Component 2** is an externally set assignment (ESA) in which students choose and respond to a starting point from an externally set assignment paper.

This scheme of work outlines one possible approach to delivering a two-year course that supports students in meeting all four assessment objectives while exploring the breadth of the Fine Art course. It is not intended to be prescriptive: rather it offers a flexible framework with suggested activities and project ideas. These are designed to help students develop their knowledge, understanding and practical skills in Fine Art, while encouraging sustained, independent exploration and realisation of personal intentions.

## Year 1: GCSE Art and Design Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
<p>GCSE Art &amp; Design Fine Art Component 1: Introductory phase Foundation studies: up to 12- 14 weeks teacher led introductory phase of the course</p>		<p>GCSE Art &amp; Design Fine Art Component 1: Development phase Directed project This is mostly a teacher directed phase</p>		<p>GCSE Art &amp; Design Fine Art Component 1: Extension Opportunities Developing a sense of independence</p>	
<p><b>Intent:</b> The intent of this introductory phase is to introduce students to a range of short-term activities related to the theme of 'Close ups' or 'Natural Forms' within the title of Fine art. The aim of this project is to develop students' ability to investigate visual sources with curiosity, independence and increasing technical confidence. The project aims to strengthen observational skills by encouraging students to explore close-up details, textures and surface qualities in both natural and manufactured objects. The intent is to broaden students' understanding of artistic practice by introducing a range of contextual sources, enabling them to recognise how different artists use detail, structure and form. This supports students in making informed creative decisions and developing their own visual language. The project is designed with the intent of promoting experimentation. Students are encouraged to explore mark making, materials, processes and techniques so they can take creative risks and refine their ideas with purpose. Workshops are included to ensure students gain the practical skills needed to work with traditional, experimental and digital media. The intent is for students to develop and present their work in a clear and meaningful way, demonstrating progress across the four assessment objectives. Students are supported in organising their work through sketchbooks, worksheets, visual diaries, models or digital formats, enabling them to communicate their creative journey effectively.</p>		<p><b>Intent:</b> The aim of this phase is to deepen students' knowledge, understanding and skills by guiding them through a directed project or a series of mini projects that build on their introductory learning. This stage is designed to help students develop a personal creative journey shaped by the four assessment objectives. The purpose is to foster increasing independence, encouraging students to make informed decisions, take creative risks and engage in sustained enquiry. Students are supported in interpreting a given starting point or theme in a personal way, while recognising the importance of addressing and evidencing each assessment objective throughout their work. A key focus of this phase is strengthening students' ability to research, investigate and process information effectively. Experiences such as visits and workshops broaden their understanding and enrich their practical development. Students are encouraged to make explicit connections between contextual sources and their own work, using observations and analysis to form a personal line of enquiry. The intent is to provide students with opportunities to explore a wide range of media and processes including painting, collage, mixed media, textiles, sculpture, ceramics, photography, digital manipulation and moving image techniques so they can select approaches that best support their ideas. This exploration is designed to promote refinement, experimentation and purposeful recording, contributing directly to assessment objectives 2 and 3. Ultimately, the intent of this phase is to support students in becoming independent thinkers and problem solvers who can develop, refine and realise their creative intentions. Students present their outcomes in formats that clearly evidence their journey and demonstrate meaningful engagement with all four assessment objectives.</p>		<p><b>Intent:</b> Following the Development Phase, students could be given opportunity for extension work. This could be in the form of work related to their previous Development Phase studies or in the form of an additional and discrete project or further independently generated investigations or study.  Extension work could encourage students to: develop an idea to include further research and study of relevant sources; explore the nature of a singular outcome into a series; enhance skills by exploring and developing technical range and depth; investigate alternative opportunities for evidencing personal response.  The purpose of an extension phase is to broaden and deepen students' creative development beyond the initial project work. This stage is designed to give students the scope to pursue further study linked to their Development Phase or to embark on an additional, self-directed investigation. The aim is to encourage students to extend ideas through further research, develop a single outcome into a series, strengthen technical skill, and explore new ways of demonstrating a personal response.</p>	
<p><b>Flexible Accreditation:</b> Students who are unable to complete the full AQA GCSE Art and Design (8202) Fine Art qualification can achieve Unit Award Scheme (UAS) certificates. These recognise completed units and specific skills, ensuring formal acknowledgement of progress, attainment and individual achievement.</p>					
<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations</b></p> <ul style="list-style-type: none"> <li>I can explore and analyse artists' and designers' work.</li> <li>I can notice details, structure, and form to inspire my own ideas.</li> <li>I can use what I learn from others to develop my ideas purposefully.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can try out different materials, marks, and techniques.</li> <li>I can experiment with traditional, digital, and experimental processes.</li> <li>I can improve my ideas by testing and refining them through practical trials.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can make studies and observational drawings to capture details accurately.</li> <li>I can explore surfaces and textures to record visual information confidently.</li> <li>I can write notes to explain my intentions and reflect on my progress</li> </ul> <p><b>AO4: Present a personal and meaningful response</b></p> <ul style="list-style-type: none"> <li>I can organise and present my work clearly in sketchbooks, worksheets or digital formats</li> <li>I can show a clear creative journey from initial ideas to outcomes.</li> <li>I can start to make my work personal and meaningful, preparing for more independent projects later.</li> </ul>		<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations.</b></p> <ul style="list-style-type: none"> <li>I can investigate and analyse artists and other sources that are relevant to my ideas.</li> <li>I can create personal responses based on my research.</li> <li>I can carry out sustained and focused investigations to develop my ideas.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can explore a wide range of materials and processes.</li> <li>I can test and refine my ideas through purposeful experimentation.</li> <li>I can improve my work by adapting ideas based on what I learn through trials.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can make observational studies and visual analyses to record my thinking.</li> <li>I can write notes and annotations to explain my decisions and progress.</li> <li>I can document how my ideas develop over time.</li> </ul> <p><b>AO4: Present a personal and meaningful response</b></p> <ul style="list-style-type: none"> <li>I can shape and present outcomes that reflect my intentions.</li> <li>I can show a clear creative journey from idea to finished work.</li> <li>I can make my work personal and meaningful, showing my unique response.</li> </ul>		<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations</b></p> <ul style="list-style-type: none"> <li>I can extend my research and explore more artists and sources.</li> <li>I can deepen my understanding of artists and designers to inspire my ideas.</li> <li>I can develop my ideas independently, showing my own personal direction.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can explore new materials, techniques, and processes.</li> <li>I can develop a single idea into a series of outcomes.</li> <li>I can refine my work by testing, adapting, and improving my creative approaches.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can continue to record my ideas, observations, and experiments</li> <li>I can use drawing, annotation, and visual trials to show how my ideas evolve.</li> <li>I can demonstrate insight and progression through my documentation.</li> </ul> <p><b>AO4: Present a personal and meaningful response</b></p> <ul style="list-style-type: none"> <li>I can explore alternative outcomes and ways to show my personal response.</li> <li>I can develop and present work that builds on earlier studies or independent investigations.</li> <li>I can show a resolved and meaningful creative journey in my work.</li> </ul>	
<p><b>Feeds from:</b> This sequence builds on students' Key Stage 3 foundations in drawing, use of media and understanding of the formal elements. It recognises that students arrive with varied experiences, including disrupted education and differing attitudes towards art. Structured skill development, modelling and regular feedback are used to address gaps and build confidence. Each unit is sequenced to build on the last, moving from supported skill-building towards greater independence, deeper investigation and more sustained refinement in line with the AQA Assessment Objectives.</p> <p><b>Feeds into:</b> The cumulative structure prepares students for the Externally Set Assignment by developing independence, resilience, sustained enquiry and the ability to produce a personal and meaningful response. It also supports progression to Level 3 pathways including A Level Art &amp; Design, BTEC or Art &amp; Design courses, and lays foundations for further study and careers within the creative industries and related professional fields.</p>					

## Year 2: GCSE Art and Design Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
<p>GCSE Art &amp; Design Fine Art Component 1: Sustained phase Sustained project: up to 12/13 weeks Independent learning</p>		<p>GCSE Art &amp; Design Fine Art Component 2: Externally set assignment phase Independent study Students must respond to one of seven starting points provided on the paper.</p>		<p>GCSE Art &amp; Design Fine Art Component 1: Review and submit Selection of portfolio Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p>	
<p><b>Intent</b> The purpose of this phase is to support students in moving from guided practice to increasing independence through a sustained project based on a self-selected starting point. Students develop a personal line of enquiry, research relevant sources, and work confidently across the four assessment objectives. This stage aims to deepen their analytical skills, broaden their technical exploration and strengthen their ability to make purposeful creative decisions.</p> <p>This phase is delivered through individualised guidance, with an emphasis on one-to-one discussion rather than whole class teaching. Students choose a starting point either school devised or drawn from past externally set assignments and investigate it through independent research, contextual study and visual analysis. Teachers introduce stimulus materials, suggest possible directions and support students in selecting appropriate media, techniques and approaches from the Fine Art areas of study. Students experiment, refine and record their ideas through drawing, annotation and practical exploration, documenting their progress in formats such as sketchbooks, journals, design sheets or digital presentations. Throughout, they are supported in evidencing all four assessment objectives clearly and coherently.</p>		<p><b>Intent</b> The purpose of the Externally Set Assignment is to enable students to demonstrate independence, sustained enquiry and confident creative decision making in response to a chosen starting point. This component provides a structured opportunity for students to apply their knowledge, skills and understanding across all four assessment objectives, supported by secure preparatory work and culminating in 10 hours of supervised, unaided realisation.</p> <p>ESA papers are issued in full - from 2 January, and students explore all starting points before selecting one to develop. During the preparatory period, students undertake independent research, analyse relevant sources and document their creative journey through drawing, annotation and practical experimentation. Teachers introduce stimulus materials, clarify expectations and ensure students understand the requirements for evidencing the assessment objectives.</p> <p>Preparatory work is securely stored between sessions and made available throughout the supervised 10-hour period, during which students must work independently and without amending earlier studies. Students may use any appropriate media, scale or format, and all supervised work is clearly labelled. The school manages the preparatory period and supervised time to ensure work can be assessed and submitted by the AQA deadline.</p>		<p><b>Intent</b> The purpose of the portfolio phase is to enable students to present a coherent selection of work that demonstrates full coverage of the four assessment objectives. This includes a sustained project showing the creative journey from initial engagement to realised intentions, alongside further work that evidence drawing and written annotation. The aim is for students to curate work that reflects personal interests, meaningful connections to sources, and thoughtful exploration of materials, techniques and processes.</p> <p>Students are supported in selecting work that best represents their development and understanding. Teachers guide students to consider the relevance of their sources, the clarity of connections to artists and designers, the quality of investigation, and the evidence of reviewing, refining and selecting ideas. Students ensure that drawing and annotation are purposeful, analytical and reflective of their own thinking. Work may be presented in any suitable format, and students are encouraged to demonstrate a clear creative journey within their sustained project, with additional work chosen to strengthen coverage of the assessment objectives.</p>	
<p><b>Flexible Accreditation:</b> Students who are unable to complete the full AQA GCSE Art and Design (8202) Fine Art qualification can achieve Unit Award Scheme (UAS) certificates. These recognise completed units and specific skills, ensuring formal acknowledgement of progress, attainment and individual achievement.</p>					
<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations</b></p> <ul style="list-style-type: none"> <li>I can explore a starting point in depth and investigate it thoughtfully.</li> <li>I can research artists, designers, and other sources to inspire my own ideas.</li> <li>I can use my research to shape my own personal line of enquiry.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can try out different materials, techniques, and processes to see what works best.</li> <li>I can test and adapt my ideas as I experiment.</li> <li>I can improve my work through purposeful trial and error.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can record my ideas, observations, and discoveries as I work.</li> <li>I can use drawing, notes, and analysis to show how my ideas develop.</li> <li>I can reflect on my progress and explain the choices I make.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can create an outcome that clearly shows my intentions.</li> <li>I can present my work as a complete journey from first idea to finished piece.</li> <li>I can make my work personal and meaningful, showing my unique response</li> </ul>		<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations</b></p> <ul style="list-style-type: none"> <li>I can explore a starting point in depth and investigate it thoughtfully.</li> <li>I can research artists, designers, and other sources to inspire my own ideas.</li> <li>I can use my research to shape my own personal line of enquiry.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can try out different materials, techniques, and processes to see what works best.</li> <li>I can test and adapt my ideas as I experiment.</li> <li>I can improve my work through purposeful trial and error.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can record my ideas, observations, and discoveries as I work.</li> <li>I can use drawing, notes, and analysis to show how my ideas develop.</li> <li>I can reflect on my progress and explain the choices I make.</li> </ul> <p><b>AO4: Present a personal and meaningful response</b></p> <ul style="list-style-type: none"> <li>I can create a final outcome that clearly shows my intentions.</li> <li>I can present my work as a complete journey from first idea to finished piece.</li> <li>I can make my work personal and meaningful, showing my unique response.</li> </ul>		<p><b>Intended Skills and Outcomes:</b> The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <p><b>AO1: Develop ideas through investigations</b></p> <ul style="list-style-type: none"> <li>I can show how my ideas have developed through focused investigation.</li> <li>I can explain how artists, designers, and other sources have influenced my thinking.</li> <li>I can demonstrate a clear understanding of contextual references in my work.</li> </ul> <p><b>AO2: Refine work through experimentation</b></p> <ul style="list-style-type: none"> <li>I can experiment with different materials, techniques, and processes.</li> <li>I can test and improve my ideas to match my intentions.</li> <li>I can show how I have refined my work through careful selection and adaptation.</li> </ul> <p><b>AO3: Record ideas, observations and insights</b></p> <ul style="list-style-type: none"> <li>I can record my ideas, observations, and discoveries throughout my creative journey.</li> <li>I can reflect on my work to show understanding and insight.</li> <li>I can use drawing, notes, and visual studies to show my thinking.</li> </ul> <p><b>AO4: Present a personal and meaningful response</b></p> <ul style="list-style-type: none"> <li>I can show my creative journey from initial ideas to final outcomes.</li> <li>I can organise and present my work as a complete, coherent portfolio.</li> <li>I can make my portfolio personal and meaningful, showing my intentions clearly.</li> </ul>	
<p><b>Feeds from:</b> This sequence builds on deepening, refining and extending skills developed in the first year of the course and offers opportunities for students to become more independent in the development of their own ideas. Structured skill development, modelling and regular feedback are used to address gaps and build confidence. Each unit is sequenced to build on the last, moving from supported skill-building towards greater independence, deeper investigation and more sustained refinement in line with the AQA Assessment Objectives.</p>					
<p><b>Feeds into:</b> The cumulative structure prepares and supports progression to Level 3 pathways including A Level Art &amp; Design, BTEC or Art &amp; Design courses, and lays foundations for further study and careers within the creative industries and related professional fields.</p>					

