	Art Long-Term Plan We empower all students to think creatively, take artistic risks, and develop the knowledge, skills and confidence to create meaningful and personal artwork.	
Key Stage 4 Long-Term Plan	Year 10	Year 11
Autumn 1	Sep-Oct 2026: Launch Component 1 sustained project. Create a 100+ idea mind map/concept research page using secondary and first-hand sources; complete an experiment double page testing 6-9 ideas, 3 media, colour and techniques; research a relevant tonal artist with analysis, transcription/media tests and mini WITSO; complete oil-painting workshop; write Statement of Intent; begin Artist Response 1 from own photography. WHY: Builds AO1/AO2 foundations, establishes a personal line of enquiry and teaches students to make purposeful links between research, experimentation and intentions.	Sep-Oct 2027: Complete Artist 5 response and WITSO plan; produce final WITSO combining strongest artist research with own photographs; complete "Where am I going?" review to select relevant influences and clarify final intentions; begin Final Idea 1 practice final piece. WHY: Students curate the project, demonstrate a coherent personal visual language and move from broad development towards resolved final decisions.
Autumn 1 Assessment:	Checkpoint: review mind map, experimentation, Artist 1 research, Statement of Intent and first artist response against AO1/AO2/AO3. Use individual GCSE ticklists, Two Stars and a Wish, and set a student target to be checked at the next assessment. Establish current working/predicted grade.	Checkpoint: review Artist 5/WITSO, "Where am I going?" and Practice Final Idea 1. Assess how clearly ideas are linked, refined and personal. Update AO profile, predicted grade and a precise refinement target.
Autumn 2	Oct-Dec 2026: Complete Artist Response 1; sustained A3 Tonal Study 1; half-term page of 10+ personal photographs plus at least 3 recordings, annotated for potential/limitations; Artist Research 2 with three-media transcription and WITSO refinement; lino-print workshop; Artist Response 2; independent Christmas tonal study. WHY: Strengthens AO3 first-hand recording and observational skill while AO1 artist research and AO2 workshops broaden students' visual and technical choices.	Oct-Dec 2027: Complete Practice Final Idea 1 and at least 3 targeted refinements; create a genuinely different Practice Final Idea 2 and compare solutions; trial composition, materials and backgrounds; produce 4-6 close-up refinements; begin a larger-scale timed practice final; Start their Mock exam and complete Christmas evaluation. WHY: Systematic AO2 refinement resolves technical and compositional problems before the eventual AO4 personal response.
Autumn 2 Assessment:	Checkpoint: portfolio/ticklist review of first-hand photography, tonal drawing, Artist 2 investigation, lino workshop and Artist Response 2. Assess evidence across AO1-AO3 and whether feedback has been acted upon. Update working/predicted grade.	Checkpoint: compare both practice finals, material/background trials, refinements and larger-scale rehearsal. Check that each experiment leads to a visible decision. Update AO1-AO3 profile and readiness for AO4.

Spring 1	Jan-Feb 2027: Plan a WITSO using personal images and the artists studied; test media and colour and annotate choices; pattern workshop exploring motif, repetition, rhythm and background; create sustained A3 WITSO for all artists; begin Artist Research 3. WHY: Students move from separate tasks to synthesis, learning to combine first-hand sources, artist influence and experimentation into increasingly independent outcomes.	Jan-Feb 2028: Students begin the Externally Set Assignment by selecting and investigating a starting point. They create a mind map and concept research page using first-hand and secondary sources, complete an experiment double page testing ideas, media and techniques, and write a Statement of Intent. Students complete Artist Research 1, including analysis, transcription, media testing and refinements, before producing Artist Response 1 using their own photography. They then complete Artist Research 2, a peer-assessed photography and recording page, and Artist Response 2.
Spring 1 Assessment:	Checkpoint: assess WITSO planning and outcome for synthesis, technical challenge, personal source use, annotation and refinement. Use ticklists and Two Stars and a Wish to identify the next development step.	Checkpoint: Review concept research, experimentation pages, Statement of Intent, Artist Research 1 and 2, Artist Responses 1 and 2, and first-hand photography pages. Assess quality of AO1 investigations, AO2 experimentation and refinement, and AO3 recording. Use GCSE ticklists, Two Stars and a Wish, and update the student's working and predicted grade.
Spring 2	Feb-Apr 2027: Finish Artist Research 3 and Artist Response 3; workshop on patterns/backgrounds; plan the next WITSO; independently realise the WITSO over Easter, demonstrating deeper meaning; begin A3 Tonal Study 2 and Artist Research 4. WHY: Deepens critical understanding and makes refinement more deliberate. Students must show that each new contextual source changes or improves their own work.	Feb-Apr 2028: Students complete Artist Research 3 and Artist Response 3 before developing Final Idea 1, an A3 practice final piece demonstrating deeper meaning, artist influence and technical skill. Following Easter, students produce Final Idea 2, testing an alternative composition, process or visual solution. Students then complete a Refinement, Composition, Material and Background Trial Double Page, including close-up refinements, colour schemes, material testing, composition testing and technical improvements. During the final week, students organise all preparatory studies ready for submission on 23 April and begin their 10 hour exam.
Spring 1 Assessment:	Checkpoint: review Artist 3 research/response, WITSO development and Easter outcome. Track progression from earlier WITSOs and assess the quality of decisions, annotation and technical control.	Checkpoint: Review Artist Research 3, Artist Response 3, Final Idea 1, Final Idea 2, refinement pages, composition/background trials and exam preparation work. Assess how effectively students have refined ideas and developed a personal response. Check that all experimentation has led to informed decisions and that preparation clearly shows progression from starting point to final intention. Update AO profile, GCSE ticklist and predicted grade.

Summer 1	Apr-May 2027: Complete Tonal Study 2 and compare progress with Tonal Study 1; complete Artist Research 4; undertake an additional technique workshop selected for cohort/project needs; create Artist Response 4; begin planning a larger and more ambitious WITSO. WHY: Makes technical progression visible and prepares students to work at larger scale with more independent selection of media, source imagery and artist influence.	
Summer 1 Assessment:	Checkpoint: assess Tonal Study 2 for observable progress and Artist 4 research/response for independence. Review large-WITSO plan for appropriate scale, composition and technical challenge; update GCSE ticklist and predicted grade.	
Summer 2	Jun-Jul 2027: Refine large WITSO; test composition, cropping, focal point, balance and background using thumbnails/mock-ups/media samples; produce the larger sustained response/mock-style outcome - during their 10 hour mock exam; begin Artist Research 5 before summer. WHY: Students learn that scale and composition must be tested rather than guessed. The larger outcome stress-tests technique and time management before Year 11.	
Summer 2 Assessment:	Checkpoint: assess the larger WITSO/mock outcome independently, alongside evidence of planning and refinement. Identify strengths and the most important areas to resolve in Year 11.	
What will a student know by the end of each year? Why?	Jul-Sep 2027: Complete Artist Research 5 through summer independent study, including deeper-meaning analysis, formal elements, process, mini transcription, three media tests and mini WITSO plan; return ready to complete Artist Response 5 and final-stage development. WHY: Maintains momentum over summer and ensures Year 11 starts with purposeful contextual research rather than a new direction.	By the end of Year 11, students can independently respond to an externally set theme, investigate and analyse artists, gather and use first-hand source material, experiment confidently with media and processes, refine compositions and techniques, and justify creative decisions. Students understand how AO1, AO2, AO3 and AO4 work together to develop and realise a personal and meaningful final response. This prepares them for A Level Art and further creative study
Extra-Curricular Opportunities • Homework club every day • NEA preparation Friday after school		