



THIS TERM	LEADERSHIP	ORGANISATION	RESILIENCE	INITIATIVE	COMMUNICATION
Key Stage 3	Students to lead on delivering starters.	Focus upon the presentation of sketchbooks and how they can organise their work so it shows a chronological journey.	Specific DIRT lessons that allow students to act on feedback and gives opportunities to re-visit techniques and processes.	Homework focus. Using initiative with regard to how it should be completed and the processes shown. Students rewarded through SMHW badges.	Promote “safe space” to debate, discuss and give opinions when talking about artists and their own/each other’s work. Confidence to share feedback.
Key Stage 4	Demonstrating and sharing expertise with art techniques.	Following the published GCSE calendar and organise work and time at school and at home.	Students will peer and self-assess when they have recognised the process of reviewing and refining work and demonstrating their progress.	Independent choice of artists to study that are relevant to their theme. Using initiative to research rather than depend on teacher guidance.	Focus on annotations that discuss visual communications for AO4 GCSE criteria.
Key Stage 5	Use Post 16 students to lead on sharing practise with KS3.	Through highlighting lessons on their timetable to organise when they are focussed on particular units.	Repetition of skills and processes through units of work and external units.	Use focus of client requirements and the constraints that are needed. How is initiative used to expand upon client brief?	Annotations to communicate visual analysis and group / client presentation.