

Eastbrook Sixth Form

Independent Study Guide

Art and Design



Year 12 Art and Design ROADMAP

**Half
Term
1**

Explore & Experiment

Revisit the formal elements, try out specialist techniques, and begin developing your own ideas. Record your process using drawing, photography, and annotation.

Start of Component 1 – Investigate & Research

Begin your Component 1 Personal Investigation by choosing a theme that matters to you. Focus on AO1: research relevant artists, photographers, and ideas that link conceptually and visually to your theme.

**Half
Term
5**

Independent Investigation & Development

Begin Component 1 with a self-directed theme. Focus on AO1 through in-depth research into artists, photographers, and contextual sources. Develop AO2 and AO3 by experimenting with materials and recording ideas through drawing, photography, and annotation.

**Half
Term
6**

**Half
Term
2**

Refine & Respond

Build on your experiments by refining techniques and ideas. Use feedback to improve and create personal, meaningful work that connects to your research.

**Half
Term
3**

Concept & Context

Develop a personal project around an SMSC theme. Research artists, explore media, and critically reflect on your ideas using AO1–AO3.

**Half
Term
4**

Refine & Realise

Refine your visual language, resolve outcomes, and present your project. Demonstrate AO2–AO4 through experimentation, evaluation, and a formal critique.

Creative Direction & Mock Exam

Continue developing ideas with a focus on refining techniques and deepening conceptual links. Begin considering AO4 by planning a meaningful personal response. Apply skills in a 15-hour Mock Exam, producing a resolved outcome under timed conditions.

**Mock
Exams**

**On to
Year
13**

Year 12 Term One

Year 12 Term One	
Summary	Assessment Objectives
<p>This stage of the AQA A-Level Art & Design course focuses on:</p> <ul style="list-style-type: none">Revisiting and applying the Formal Elements of Art.Exploring specialist techniques in a chosen area (e.g. fine art, textiles, photography).Developing independent ideas through experimentation, reflection, and refinement.Recording work via drawing, photography, visual studies and annotations.Producing personal, meaningful responses that link clearly to research and development.	<p>A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. What it means: Research artists, designers, and movements; analyse and evaluate influences.</p> <p>A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. What it means: Experiment and refine your use of materials and techniques.</p> <p>A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. What it means: Use drawing, photography, and annotation to document thought process.</p> <p>A04 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. What it means: Create an outcome / series of outcomes that reflects your ideas, influences and development journey.</p>
Required Reading List	Additional Reading List
<p>Kleon, A. (2012) <i>Steal Like an Artist: 10 Things Nobody Told You About Being Creative</i>. New York: Workman Publishing.</p> <p>Relevance: Encourages creative thinking and personal voice.</p>	<p>Gallery Visits:</p> <ul style="list-style-type: none">Tate Modern / Tate Britain (London & online) - Strong collection of modern and traditional art; detailed artist profiles.The National Gallery (London) - Masterpieces of art, ideal for studying technique, tone, composition.Saatchi Gallery (London) - Focuses on contemporary art, emerging artists, experimental styles.V&A Museum (London) - Brilliant for design, textiles, fashion, 3D design and craft specialisms.The Photographers’ Gallery (London) - For lens-based media and contemporary photographic practices.ArtUK (www.artuk.org) - Access to artworks from over 3,200 UK collections – searchable by artist, medium, period.
Self-Study Questions	What the mark scheme says?
<p>What have I learnt from my contextual research, and how has it influenced my work? (A01)</p>	<p>AO1 – Contextual Investigation</p> <ul style="list-style-type: none">A <i>highly developed ability</i> to develop ideas through sustained, creative investigations informed by contextual and other sources.Shows confident and nuanced analytical and critical understanding of artists, designers, movements or contexts.
<p>Which materials and techniques best support my intentions? (A02)</p>	<p>AO2 – Experimentation & Refinement</p> <ul style="list-style-type: none">A <i>highly developed ability</i> to thoughtfully refine ideas through purposeful, discerning experimentation.Demonstrates intentional selection of resources, media, materials, techniques, and processes, evolving meaningfully as the work progresses.
<p>How do my observational studies (drawing, photography, etc.) help develop my ideas? (A03)</p>	
<p>What changes have I made to refine my work, and why? (A02 & A03)</p>	<p>AO3 – Recording Ideas & Reflection</p> <ul style="list-style-type: none">A <i>highly developed ability</i> to fluently and skilfully record ideas, observations, and insights through visual or other forms.

How does my final outcome link to my initial theme and personal intentions? (AO4)	<ul style="list-style-type: none"> Written communication (annotations) is fluent and accurate, enhancing the visual record.
Have I shown clear progression and reflection throughout my sketchbook? (All AOs)	AO4 – Final Realisation & Personal Response <ul style="list-style-type: none"> A <i>highly developed ability</i> to present an imaginative, personal, informed and meaningful response, fully realising intentions. Demonstrates critical understanding and makes perceptive connections between visual, written, oral, or other elements.
In what ways have I moved beyond copying to develop an original and personal outcome? (AO1 & AO4)	

Where this term links with Career Prospects

This stage of the AQA A-Level Art & Design course develops key skills that directly support creative career pathways. By revisiting the formal elements of art, students build a strong foundation in visual literacy, essential for roles in design, illustration, and architecture.

Exploring specialist techniques allows learners to discover and refine practical skills relevant to industries like fashion, photography, and sculpture. Independent idea development encourages creative thinking and problem-solving — vital in careers such as animation, advertising, and freelance practice.

Recording through drawing, photography, and annotation mirrors the professional portfolio process used across creative sectors. Producing personal, meaningful outcomes demonstrates originality and conceptual thinking, both of which are highly valued in creative jobs and higher education.

Top Tip from the Department

- Annotate throughout your project to explain your thinking and process (AO1 & AO3).**
Develop ideas through investigation and record observations and insights.
- Visit galleries and reflect on how artists work and develop their ideas (AO1 & AO3).**
Explore and understand contextual sources and record relevant information.
- Make bold material choices and experiment – don't stick to what you know (AO2 & AO4).**
- Explore and refine use of materials, and present a personal, meaningful response.
- Refine your ideas based on feedback and testing – document every change (AO2 & AO4).**
Review and refine your work thoughtfully and clearly show progress.
- Reflect critically: what's working, what isn't, and what will you do next? (AO1 & AO3)**
Critically evaluate and analyse your progress, linking it to your intentions.

Annotation examples

The top page, titled 'key moments' and 'contemporary artist', is a collage of images and text. It includes a clock face, a drawing of a person, and various text snippets about graphic communication, design, and the history of the printing press. The bottom page, titled 'Final Outcome' and 'Next Steps...', features three illustrations of a woman in traditional dress, with text explaining the evolution of the work and the next steps in the project.

Year 12 Term Two

Summary	Key Tasks
<p>This unit challenges students to develop meaningful and conceptual projects focused on SMSC (Spiritual, Moral, Social, Cultural) issues, encouraging personal and critical engagement. Students construct a highly developed portfolio addressing all four AQA Assessment Objectives (AO1–AO4), showcasing research, experimentation, recording, and outcomes. Through critical review of the AQA assessment criteria, students sharpen their understanding of expectations. The unit finishes with a critique presentation to peers, Head of Visual Arts, Lead A-Level teacher, and Senior Leadership Team (SLT), allowing students to reflect on and articulate their projects.</p>	<p>Select and Explore an SMSC Theme</p> <ul style="list-style-type: none"> Choose a personally meaningful theme linked to Spiritual, Moral, Social, or Cultural issues. Begin contextual research to support and deepen your focus (AO1). <p>Artist and Contextual Research</p> <ul style="list-style-type: none"> Investigate relevant artists, designers, or cultural sources. Critically analyse their work and explain how it informs your own ideas (AO1). <p>Experiment with Materials and Techniques</p> <ul style="list-style-type: none"> Test a wide range of media, processes, and visual approaches. Refine your use of materials in response to your theme (AO2). <p>Record Observations and Ideas</p> <ul style="list-style-type: none"> Use drawing, photography, sketchbooks, and annotation to track your development. Reflect critically on progress and decisions (AO3). <p>Develop Outcomes</p> <ul style="list-style-type: none"> Create initial responses that communicate your ideas effectively. Begin exploring how these may lead toward a final piece (AO4). <p>Understand AQA Assessment Criteria</p> <ul style="list-style-type: none"> Regularly refer to the AO descriptors to guide and evaluate your work. Self-assess progress and identify areas for improvement. <p>Critique Presentation</p> <ul style="list-style-type: none"> Prepare and deliver a short presentation of your project to peers, staff, and SLT. Reflect on your ideas, process, and outcomes, and respond to feedback.
Required Reading List	Additional Reading List
<p>Berger, J. (1972) <i>Ways of Seeing</i>. London: British Broadcasting Corporation and Penguin Books.</p> <p>Relevance: <i>Classic text on art criticism and how we interpret images.</i></p>	<p>Gallery Visits:</p> <ul style="list-style-type: none"> Bow Arts – Provides studio spaces and supports emerging artists with exhibitions and community projects, fostering creativity in East London. Trinity Buoy Wharf – A vibrant arts quarter on the Thames, hosting studios, galleries, and creative events in a unique industrial setting. Serpentine Galleries – Leading-edge contemporary art in a beautiful park setting. Divided into Serpentine South and Serpentine North (formerly Sackler Gallery). Design Museum – Focuses on contemporary design in every form, from architecture and fashion to graphics and product design, with inspiring exhibitions and events. Victoria Miro – A respected contemporary art gallery showcasing international artists with diverse, innovative exhibitions. Whitechapel Gallery – Innovative contemporary exhibitions, emerging artists, strong educational resources. Saatchi Gallery – Known for showcasing cutting-edge contemporary art and new talent. Barbican Centre – Multi-arts venue with visual art exhibitions, performances, and film screenings. Hayward Gallery – Contemporary art gallery located within the Southbank Centre, known for experimental exhibitions.

- **The Royal Academy of Arts** – Historic institution hosting annual summer exhibitions and contemporary shows.

Self-Study Questions

- How does my project theme connect with SMSC issues?
- Which artists or designers inspire my approach, and how do their ideas influence me?
- How have I experimented with materials and techniques, and what have I learned?
- Does my annotation clearly explain my intentions and decisions?
- In what ways does my sketchbook address all four AOs?
- How does my final outcome communicate a personal and meaningful response?

What the mark scheme says?

What 'Highly Developed' looks like:

- AO1:** Thorough and insightful research showing sophisticated understanding of SMSC themes and contextual sources.
- AO2:** Confident and purposeful experimentation leading to refined, effective use of media and techniques.
- AO3:** Fluent and detailed recording of ideas and reflections, with annotations that clearly support intentions.
- AO4:** A personal, compelling outcome that communicates concepts effectively and shows full realisation of the creative journey.

Where this term links with Career Prospects

Developing conceptual thinking and thematic research skills prepares students for careers such as fine artists, art therapists, curators, and educators, where deep understanding and personal engagement with ideas are essential.

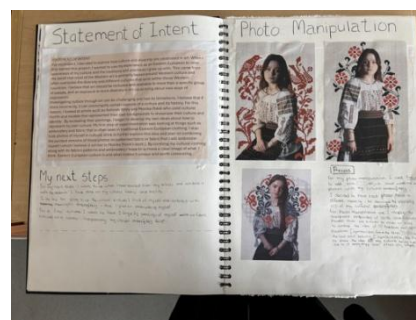
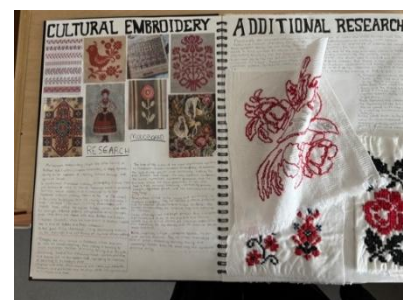
Building a strong, professional portfolio supports university applications, freelance creative work, and gallery exhibitions by showcasing skills and personal vision effectively.

Finally, mastering time management and working confidently under exam conditions equips students with the discipline required across all creative industries, where meeting deadlines and managing projects efficiently are vital for success.

Top Tip from the Department

- **Choose SMSC themes that resonate personally to produce authentic work (AO1 & AO4).** Develop personal ideas through meaningful themes and present a genuine personal response.
- **Annotate regularly — explain your choices and link to research and themes (AO1 & AO3).** Show understanding of sources and clearly record your thinking and development.
- **Test a variety of media and techniques, then refine the most successful (AO2 & AO4).** Explore materials confidently, reflect on what works, and build a focused outcome.
- **Prepare to explain your project clearly and confidently (AO4).** Share your ideas, process, and decisions. Listen to feedback thoughtfully and show how it can help you improve your work

Example of Idea Development



Year 12 Term Three

Summary		Key Tasks	
Term 3 marks the start of Component 1 , where students independently choose their project theme and begin a sustained investigation . This stage focuses on AO1 , in-depth research and investigation into relevant artists, designers and photographers, and specific techniques connected to the chosen theme. Alongside this, students develop AO2 , experimenting with materials and techniques and AO3 , recording ideas through drawing, photography, and annotation to build a solid foundation for their work. Early consideration of AO4 is encouraged by beginning to explore how to present a personal and meaningful response that connects visual and conceptual elements, setting the direction for later stages. This unit culminates in a 15-hour Mock Exam , where students apply their skills under timed conditions to produce outcomes responding to their themes.		<ul style="list-style-type: none">Select and define a personal project theme suitable for sustained investigation (AO1, AO4).Research relevant artists and contextual sources to inform and inspire your direction (AO1).Experiment with a range of materials, techniques and processes, refining your visual language (AO2), in service of AO4.Record ideas, sketches, photographs and annotations that track your thinking and intentions (AO3, guiding AO4).Explore possible formats, styles, or concepts for your outcomes (AO4), referencing what has been learnt in AO1–AO3.	
Required Reading List		Additional Reading List	
Berger, J. (1972) <i>Ways of Seeing</i> . London: British Broadcasting Corporation and Penguin Books. Relevance: <i>Classic text on art criticism and how we interpret images.</i>		Kleon, A. (2014) <i>Show Your Work!: 10 Ways to Share Your Creativity and Get Discovered</i> . New York: Workman Publishing. Relevance: Tips on sharing your creative process and building an audience. Gallery Visit: <ul style="list-style-type: none">Royal Academy Summer Exhibition – Annual open submission show featuring a diverse range of work from established and emerging artists. A prestigious platform for contemporary and traditional art.	
Self-Study Questions		What the mark scheme says?	
What theme will allow me to explore something deeply personal or socially relevant (AO1, AO4)?		What ‘Exceptional’ looks like: <ul style="list-style-type: none">AO1: Demonstrates critical and perceptive understanding of sources with highly developed, coherent ideas sustained throughout the project.AO2: Shows purposeful, imaginative and fluent refinement of ideas through confident exploration of materials, techniques and processes.AO3: Presents rigorous, confident and highly effective recording of observations and insights, with clear connections to intentions.AO4: Produces a personal, informed and meaningful response that realises intentions with technical competence and strong visual impact.	
How do the artists, designers or photographers I’ve chosen inform the visual or conceptual direction of my work (AO1, AO4)?			
What have I discovered through experimentation, and how can I refine this further for my outcomes (AO2, AO4)?			
Does my recording clearly communicate the development of my ideas and intentions (AO3, AO4)?			
What form might my outcomes take, and how does it connect meaningfully to my development work (AO4)?			

Where this term links with Career Prospects

Conceptual thinking and contextual research (AO1) support careers in fine art, curating, teaching, and critical writing, where a deep understanding of ideas and influences is essential.

Media exploration and creative problem-solving (AO2) are fundamental to roles in graphic design, illustration, fashion, and visual communication, where innovation with materials and techniques is key.

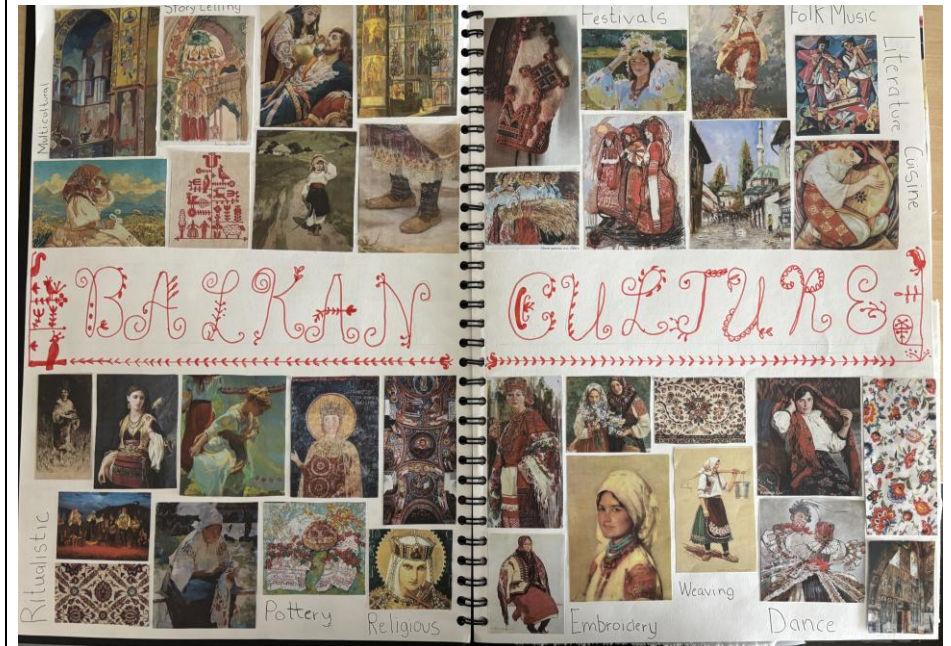
Recording and reflecting (AO3) are vital in architecture, product design, and art therapy, where the development process, documentation, and intention inform the final outcome.

Finally, the ability to create personal and visually resolved outcomes (AO4) is at the heart of professional creative practice — whether working as a gallery artist, freelance designer, or as part of a collaborative team in the wider creative industries.

Top Tip from the Department

- Choose a theme that allows for **personal insight and deep exploration** — this will strengthen your outcome (AO4).
- Use research not just for inspiration, but to **make meaningful conceptual links** to your own intentions (AO1, AO4).
- Document all stages of development with clarity — even rough tests can inform your outcomes (AO2, AO3, AO4).
- Regularly reflect on how your ideas are progressing toward **visually and conceptually strong outcomes (AO4)**.
- Treat AO4 as a **thread** running through all objectives — it's about how your research, experimentation, and recording feed into your final realisation.
- **Practice time management ahead of the Mock Exam to build confidence in working under pressure. (AO4)**
Prepare to realise a complete and coherent outcome(s) within time constraints.

Example of project mood board



Year 13 Art and Design ROADMAP

**Half
Term
1**

Exam Planning & Generating Outcomes

Students plan their 15 hour mock exam, supporting their component 1 project theme and begin generating creative outcomes through research, experimentation, and contextual exploration.

**Half
Term
2**

Mock Exam, Refinement & Critical Analysis

Students complete a 15-hour mock exam to produce outcomes under timed conditions. They then refine their work into a cohesive portfolio and develop the extended written element, reflecting critically on their process and sources (AO1 & AO4).

**Mock
Exams**

**15 Hour Exam
Component 1**

Starting Component 2 & Final Exam

Students choose a theme from the AQA Externally Set Assignment and develop their ideas across AO1–AO4. The term culminates in a 15-hour exam to produce their final piece.

**Half
Term
4**

**15 Hour Exam
Component 2**

**Comp 2
Final
Exam**

**Half
Term
3**

Completing Component 1 & Exhibition Preparation

Students finalise their personal project by refining outcomes and curating a cohesive portfolio. Selected work is prepared for the Year 13 exhibition, celebrating their achievements.

**Final
Exams**

**Further
Education**

Year 13 Term One

Summary		Key Tasks	
This term focuses on the development and consolidation of Component 1 . Students continue building their personal project, expanding on earlier explorations, contextual research, and practical experimentation. At the end of Term 1, students complete a 15-hour mock exam to apply their skills and develop outcomes under timed conditions. The major goal for Term 1 is to refine and present work through a cohesive portfolio or curated body of outcomes, alongside the development of the extended written element. This critical analysis supports AO1 and AO4 by demonstrating understanding of sources and reflecting on how the work connects to broader ideas. A progress review will assess development across all Assessment Objectives (AO1–AO4) and guide the final phase of the project.		<ul style="list-style-type: none">Refine and finalise your chosen theme and intentions.Deepen your artist research and begin writing your extended written element (1,000 words min).Continue purposeful experimentation with materials and processes, linking to research (AO2).Develop your portfolio layout, curating a selection of the strongest work that reflects your creative journey.Annotate and record your ideas clearly and consistently (AO3).Begin planning or producing final outcomes or resolved pieces (AO4).Complete a midpoint progress review to reflect on strengths and areas for development.	
Required Reading List		Additional Reading List	
<p>Berger, J. (1972) <i>Ways of Seeing</i>. London: British Broadcasting Corporation and Penguin Books. Relevance: <i>Classic text on art criticism and how we interpret images.</i></p> <p>Kleon, A. (2014) <i>Show Your Work!: 10 Ways to Share Your Creativity and Get Discovered</i>. New York: Workman Publishing. Relevance: Tips on sharing your creative process and building an audience.</p> <p><i>Kleon, A. (2012) Steal Like an Artist: 10 Things Nobody Told You About Being Creative</i>. New York: Workman Publishing. Relevance: <i>Encourages creative thinking and personal voice.</i></p>		<p>Gallery visits:</p> <ul style="list-style-type: none">Tate Modern / Tate Britain (<i>London & online</i>) - Strong collection of modern and traditional art; detailed artist profiles.The National Gallery (London) - Masterpieces of art, ideal for studying technique, tone, composition.Saatchi Gallery (London) - Focuses on contemporary art, emerging artists, experimental styles.V&A Museum (London) - Brilliant for design, textiles, fashion, 3D design and craft specialisms.The Photographers’ Gallery (London) - For lens-based media and contemporary photographic practices.ArtUK (www.artuk.org) - Access to artworks from over 3,200 UK collections – searchable by artist, medium, period.	
Self-Study Questions		What the mark scheme says?	
What does my project communicate, and how clearly is this shown in my work?		<p>AO1: Deep, focused and well-documented research, including the extended written element, linking sources to personal intentions.</p> <p>AO2: Clear progression in media choices and technical ability; work should show evidence of review and refinement.</p> <p>AO3: Recording should be purposeful, visually engaging, and clearly support the evolution of ideas.</p> <p>AO4: A strong, coherent portfolio with personal, refined outcomes that communicate meaning and intent clearly.</p>	
Have I selected contextual references that are genuinely relevant and influential?			
How do my experiments and tests support or challenge my ideas?			
In what ways is my extended writing deepening my understanding and direction?			
What improvements can I make to better meet AO4?			

Where this term links with Career Prospects

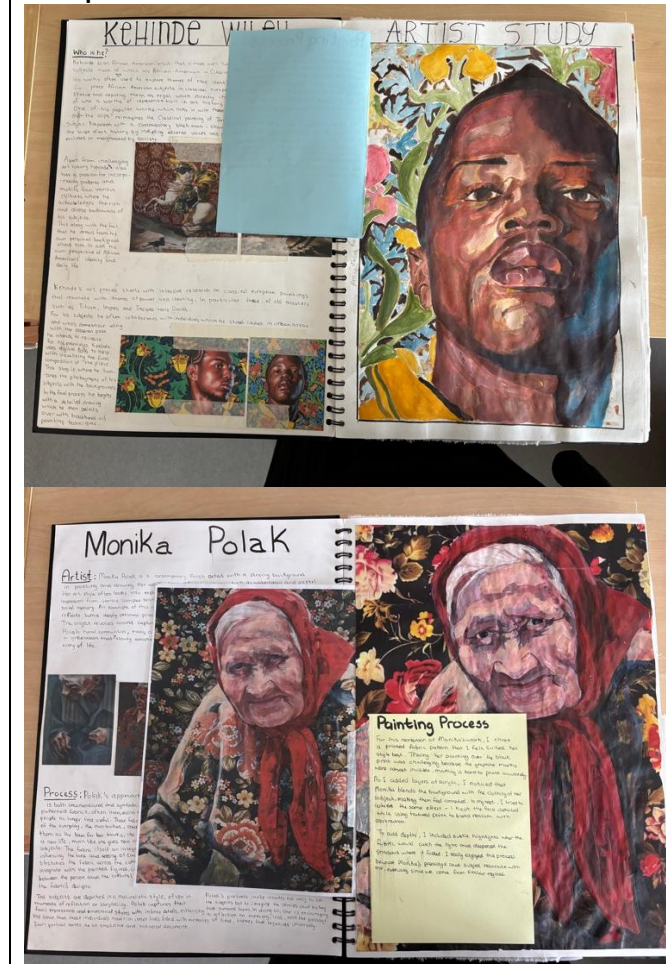
Developing an independent project demonstrates **initiative, critical thinking, and creativity**, aligning closely with **AO1**, where students investigate and develop ideas through sustained research and contextual understanding. The **extended written element** further supports AO1 and **AO4**, building essential skills in analysis, academic writing, and research — valuable for careers in **curating, critical theory, and education**.

Producing a strong, resolved body of work directly reflects the skills required in **AO4**, showing the ability to realise intentions and communicate ideas clearly — a key expectation for **art school applications, creative job roles, and exhibitions**. This phase also mirrors real-world creative processes, from **client briefs to gallery submissions**, ensuring students are well-prepared for the expectations of higher education and professional practice.

Top Tip from the Department

- **Be selective** – include only work that clearly supports your intentions.
- Make sure your **written element** is reflective, analytical, and connected to your practical work.
- Refine both your work and your thinking – keep asking: ***What am I trying to say?***
- Ensure your sketchbook / portfolio **tells a visual story** from initial idea to final piece.
- Use your **progress review feedback** to strengthen weaker AOs before the final deadline.

Example artist studies & documentation



Year 13 Term Two

Summary	Key Tasks
<p>In this final phase of the course, students complete Component 1 — a fully developed, personal project including a curated portfolio and outcomes. A Year 13 exhibition will showcase selected work from Component 1, celebrating individual achievement and preparing for presentation in future creative contexts.</p> <p>Students will then begin Component 2, the Externally Set Assignment (ESA), by selecting one of the starting points provided by AQA. This timed project must meet all four Assessment Objectives (AO1–AO4) to a highly developed standard, culminating in a 15-hour final exam in which students produce their final realisation(s).</p>	<ul style="list-style-type: none"> • Finalise and present all Component 1 work, ensuring all Assessment Objectives (AO1–AO4) are clearly addressed. • Prepare for and complete the 15-hour exam, demonstrating your ability to realise ideas in a focused, controlled environment. • Participate in the Year 13 Art Exhibition, curating and displaying selected works from your Component 1 project. • Begin Component 2 (Externally Set Assignment) by exploring the provided starting points and selecting one that allows for deep, personal investigation. • Conduct contextual research, plan media experiments, and begin developing your project in line with all four assessment objectives. • Use teacher feedback and peer critique to refine your creative direction and ensure your work is progressing effectively ahead of the final 15-hour exam.
Required Reading List	Additional Reading List
<p>Berger, J. (1972) <i>Ways of Seeing</i>. London: British Broadcasting Corporation and Penguin Books.</p> <p>Relevance: <i>Classic text on art criticism and how we interpret images.</i></p> <p>Kleon, A. (2014) <i>Show Your Work!: 10 Ways to Share Your Creativity and Get Discovered</i>. New York: Workman Publishing.</p> <p>Relevance: Tips on sharing your creative process and building an audience.</p> <p>Kleon, A. (2012) <i>Steal Like an Artist: 10 Things Nobody Told You About Being Creative</i>. New York: Workman Publishing.</p> <p>Relevance: <i>Encourages creative thinking and personal voice.</i></p>	<p>Gallery Visits:</p> <ul style="list-style-type: none"> • Bow Arts – Provides studio spaces and supports emerging artists with exhibitions and community projects, fostering creativity in East London. • Trinity Buoy Wharf – A vibrant arts quarter on the Thames, hosting studios, galleries, and creative events in a unique industrial setting. • Serpentine Galleries – Leading-edge contemporary art in a beautiful park setting. Divided into Serpentine South and Serpentine North (formerly Sackler Gallery). • Design Museum – Focuses on contemporary design in every form, from architecture and fashion to graphics and product design, with inspiring exhibitions and events. • Victoria Miro – A respected contemporary art gallery showcasing international artists with diverse, innovative exhibitions. • Whitechapel Gallery – Innovative contemporary exhibitions, emerging artists, strong educational resources. • Saatchi Gallery – Known for showcasing cutting-edge contemporary art and new talent. • Barbican Centre – Multi-arts venue with visual art exhibitions, performances, and film screenings. • Hayward Gallery – Contemporary art gallery located within the Southbank Centre, known for experimental exhibitions. • The Royal Academy of Arts – Historic institution hosting annual summer exhibitions and contemporary shows.

Self-Study Questions	What the mark scheme says?	
How successfully have I communicated my personal theme in Component 1?	Mark Scheme Highlights – What ‘Highly Developed’ Looks Like: AO1: Rich, critical engagement with contextual sources that drives creative direction. AO2: Experimental and refined media work showing understanding, control, and innovation. AO3: Clear, fluent recording that informs creative decisions and reflects purposeful development. AO4: Strong, ambitious final outcomes with evident personal meaning and conceptual depth, fully informed by earlier research and development.	
Does my project reflect my intentions and development across AO1–AO4?		
Which starting point from the Externally Set Assignment offers the most potential for personal, in-depth, and creative investigation based on my strengths and interests?		
What contextual sources (artists, movements, themes, or cultural references) can I explore to deepen and enrich the direction of my Externally Set Assignment project?		
How can I build on my existing strengths and address any areas of weakness to ensure a confident, high-level outcome in the final Externally Set Assignment exam ?		
Where this term links with Career Prospects Completing Component 1 and responding to Component 2 builds essential skills for progression to foundation art courses, creative degrees, and industry roles . The ability to manage a long-term creative project, critically reflect, and present a final exhibition mirrors real-world practice. The final 15-hour exam demonstrates your ability to perform under pressure — a vital skill in higher education and the professional creative sector.	Top Tip from the Department <ul style="list-style-type: none"> • Your exhibition should reflect your strongest and most resolved work — curate it carefully and make sure it clearly communicates your creative journey from initial idea to final outcome. • Choose a starting point from the Externally Set Assignment that connects with your personal interests, experiences, or themes you are passionate about. This will support more original and meaningful work. • Ensure your annotations are concise, focused, and reflective — they should link your artist research, experimentation, and decisions clearly to your intentions. 	Example of a series of outcomes 