



ART & DESIGN ENDPOINTS

AN AMBITIOUS CURRICULUM

| By the end of Year 8, students will be able to: | By the end of Year 10, students will be able to: | By the end of Year 11, students will be able to: |
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| <ul style="list-style-type: none"> • Demonstrate confidence in using a range of 2D and 3D media, including drawing, painting, collage, printmaking, and basic sculpture. • Apply formal elements (line, tone, texture, shape, colour, pattern, space) with increasing skill and intention in their work. • Understand and analyse the work of a diverse range of artists, designers, and movements from different times, cultures, and contexts. • Reflect on and evaluate their own and others' artwork using subject-specific vocabulary and constructive critique. • Plan and develop personal responses to creative challenges, showing increasing independence and resilience. • Keep an organised sketchbook that records ideas, artist references, experimentation, and annotation with accuracy and clarity. | <ul style="list-style-type: none"> • Securely understand and begin applying the four assessment objectives (AO1–AO4) in coursework projects: <ul style="list-style-type: none"> ○ AO1: Developing ideas from artist/contextual studies. ○ AO2: Experimenting with materials, techniques and processes. ○ AO3: Recording observations and insights. ○ AO4: Presenting a personal, meaningful final outcome. • Create extended personal projects that demonstrate idea development, purposeful experimentation, and thoughtful reflection. • Use artist research to inform and inspire their creative direction, citing influences with clarity and critical understanding. • Refine technical control in drawing, painting, mixed media, and/or digital | <ul style="list-style-type: none"> • Complete a personal portfolio of work (Component 1) that fully addresses all four AOs with creativity, depth, and independence. • Demonstrate mastery of chosen materials and techniques, showing fluency, refinement, and understanding of their expressive potential. • Develop and present a final outcome that is original, well-developed, and meaningfully connected to research and experimentation. • Critically analyse and reflect on the work of artists, cultures, and movements, integrating this knowledge effectively into their projects. • Produce fully annotated sketchbooks that document the creative journey from initial idea to final piece with clarity and purpose. • Respond independently and thoughtfully to the externally set assignment (Component 2), planning |

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| <ul style="list-style-type: none"> • Demonstrate curiosity, creativity, and risk-taking in exploring visual ideas, media, and techniques. • Show readiness to transition to GCSE/BTEC pathways, with foundational knowledge of the assessment objectives (AO1–AO4) and the creative process. | <p>approaches, with growing skill and intent.</p> <ul style="list-style-type: none"> • Annotate sketchbooks fluently, explaining creative choices, reflecting on outcomes, and setting next steps. • Show ownership of the creative process, selecting appropriate media and managing time and resources effectively. • Receive and respond to feedback constructively, refining and improving their work in line with targets. • Demonstrate progress toward a coherent coursework portfolio that meets exam board expectations. | <p>and producing work within time constraints.</p> <ul style="list-style-type: none"> • Articulate creative decisions both verbally and in written form, showing insight, critical thinking, and visual literacy. • Achieve a GCSE/BTEC qualification that reflects their skill, effort, creativity, and resilience—ready for post-16 progression in the arts or related disciplines. |
| <p>At MEPA Academy, the Year 8 Art & Design curriculum goes significantly beyond the expectations of the national curriculum by embedding a deeper understanding of cultural, social, and historical contexts within students’ creative journeys. While the national curriculum requires students to use a range of techniques and study great artists, MEPA students engage in critical analysis of diverse and underrepresented voices in art—building cultural capital and global awareness. The curriculum fosters a sophisticated approach to developing and refining ideas, encouraging students not just to replicate but to interpret, adapt, and express personal identity through their work. Through structured sketchbook practice, vocabulary development, and cross-disciplinary links, students begin to think and</p> | <p>In Year 10, MEPA Academy’s curriculum exceeds national expectations by ensuring that students go beyond surface-level artistic exploration to produce conceptually rich and critically informed work. While the national curriculum introduces GCSE students to assessment objectives, MEPA embeds these within extended projects that demand personal voice, purposeful experimentation, and a high degree of technical independence. Students are not only taught how to use materials—they are taught why artists choose them, enabling deeper engagement with media and process. Furthermore, students are exposed to career pathways and industry-level practices, with an emphasis on developing transferable creative skills like problem-solving, critique, and design thinking. This positions students ahead of</p> | <p>By Year 11, MEPA’s curriculum distinguishes itself through the ambition of its outcomes and the level of autonomy expected of its students. While the national curriculum defines the endpoint as completing a body of assessed work, MEPA students are challenged to produce outcomes that are conceptually resolved, professionally presented, and deeply personal. Their portfolios are not just exam submissions—they are expressions of identity, resilience, and ambition, refined through multiple feedback loops, redrafting, and critical discussion. Students engage with contemporary social issues, artist-led inquiry, and advanced annotation techniques, demonstrating a level of visual literacy and maturity that surpasses national standards. As a result, they are well-prepared not only for</p> |

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| work like young designers and creative thinkers, laying the groundwork for high-level GCSE readiness. | peers nationally in both creative confidence and vocational awareness. | post-16 study but for real-world creative industries and cultural participation. |