



**External Component 40% Exam**  
Exam paper given out

Final pieces produced, course work handed in and mounted

Interview ready-portfolio

How to present a portfolio of work- presentation and mounting up.

Personalized feedback/checklists for coursework

Continue to work on personal project

Summer work presented

Developing Personal projects to ensure experimentation

Showing of past student work. Developing understanding of how to develop ideas, experiment with materials and review work, and to record from it.

Personalized checklists for Personal projects

How to present a portfolio of work answering the 4 assessment objectives. Presentation and mounting up.

**External Exam -end of course**

Making sure assessment objectives are being developed and answered

Observing and recording of photographs for chosen exam question

Discussion of exam paper

**External Component 40% Exam**  
Exam paper given out

Completion of final pieces for Course work

**Project One**  
Starting point. Completion of Photoshop basic skills booklet through a PP document. Students are to use their own images relating to Pattern, Line and Texture

**Course Introduction**, breakdown of course, introducing of GCSE assessment objectives. 60% coursework, 40% Exam

**Narrative Project**  
Investigating Illustration, Graphics/Design. Historical/Religion, cultural, personal identity-Importance of labels. Inking to careers development.

**B/W-Darkroom**  
Completion of darkroom techniques Solargrams, Photograms, Projectogram, Stencils, Photo graffiti, Development of film.

**Producing own 3D shoe inspired by a number of artists/art movements.**

Researching 3D wires artists Jake Harwood/Cathy Miles. Turn own line drawings into wire sculptures

**Introduction to shoe/ identity Project.**  
Connecting to industry and cultural identity. Student have the freedom to explore their subject matter

Dystopian Literature/Politics, history. Linking to industry- Film/gaming, photography, literature, music industry

**Produce 3D Letters.**  
Students to have a freedom of design for their letter-identity.

**Lettering/Graphics Project**

Producing own Metamorphosis example inspired by animal drawing and photograph. Applying the style of Travis Louie to own image.

Producing metamorphic collages informed by previous knowledge on Surrealism

**JIM LASSER-Lino printing.**  
Students have the freedom to explore their subject matter informed by range of artists and designer's.

**Story Telling**-Exploring artists Chagall and Faith Ringgold. Lyrics to Lucy in the Sky task-Dreams and Surrealism

Grid enlargement, blending, shades and tints. Building on previous knowledge mixing of colour using oil pastel

**Metamorphosis**  
Researching the artist Travis Louis

**Favourite Animals.**  
Looking at symbolism of animals in different cultures, Native American, Indian, Chinese, African

**Introduction of Metamorphosis/Surrealism**

**Experimenting with surrealism Collage**

To use their individual metamorphosis collage and to recreate this in paint.

**Dreams and Surrealism**  
Investigating Tim Burton. , linking to industry. Producing 3D paper Mache response.

Producing own landscapes using the artists Van Gogh/David Hockney as reference and inspiration when applying paint and transferring into 3D clay

Research Artist Van Gogh & David Hockney

**Introduction to Colour**  
Meaning of - Tints, shades, colour, texture, mark making Colour theory Methods for mixing and blending.

Introduction to Arts Award.

Introducing the Formal Elements **shade, shape, form, tone**

**YEAR 7** *welcome*

**Pattern**  
Introduction to artists inspired by pattern

**Portraiture**  
Observational drawing - proportion, scale, shape, form, structure, line, tone, texture and pattern.

**How the brain works – left/right – verbal/visual.**  
Developing hand/eye coordination. Measuring skills.

'Photography encourages children to think, developing skills and confidence as they go.'